

DOCUMENT RESUME

ED 289 068

CE 049 297

AUTHOR Molek, Carol
TITLE Ready Ready Exercises. "Ready-Set-ABE" To Ease Students' Transition into ABE Level Studies.
INSTITUTION Tuscarora Intermediate Unit #11, McVeytown, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg.
Div. of Adult Basic Education.
PUB DATE 27 Jun 87
CONTRACT 98-7023
NOTE 76p.; For related documents, see CE 049 294-298.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adult Basic Education; Articulation (Education); Basic Skills; Behavioral Objectives; *Developmental Programs; Learning Activities; Literacy Education; *Reading Comprehension; *Reading Skills; *Reading Strategies; Skill Development; *Transitional Programs; Tutoring

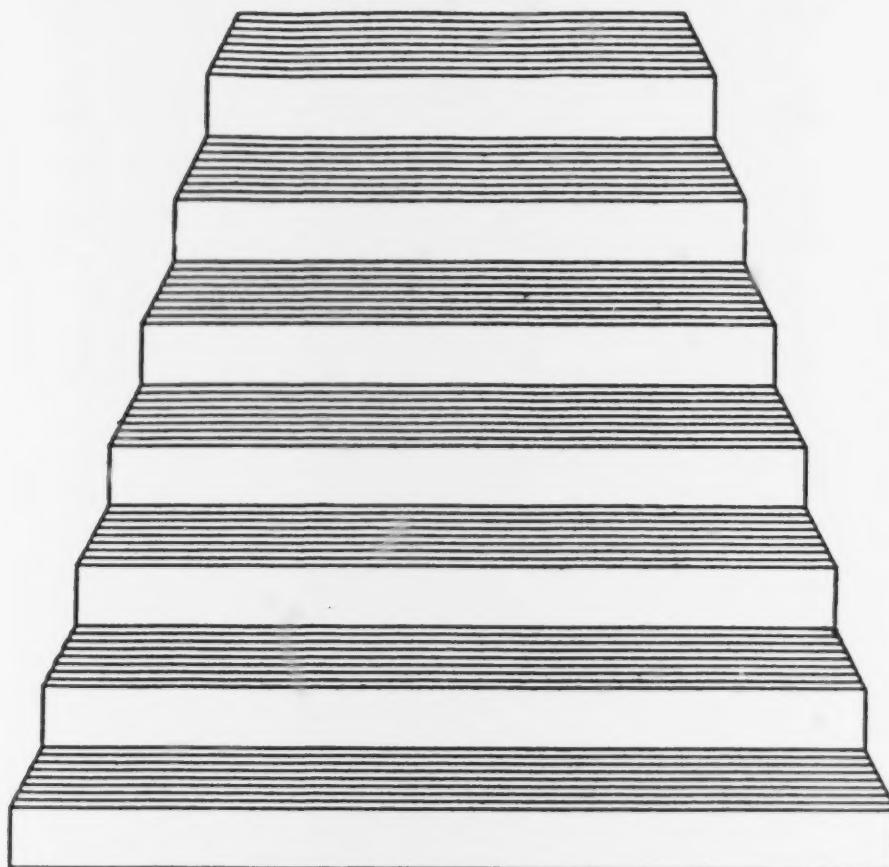
IDENTIFIERS 310 Project

ABSTRACT

This booklet is intended to assist tutors in helping transitional and low-level adult basic education (ABE) students acquire the reading skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarily for use in student-tutor learning teams, with students gradually completing greater portions of the exercises on their own as they become increasingly self-directed. Exercises are provided to help students learn to read and comprehend simple narrative and factual paragraphs, recipes, bar graphs, charts consisting entirely of illustrations and charts containing numerical material, maps, explanations given in the form of multiple-column lists, and diagrams typically appearing in textbooks. A sizable portion of the exercises is intended to help students learn to handle the types of multiple-choice, short-answer, fill-in-the-blank, matching, puzzle, and true-false exercises that are typically encountered in classroom situations. A 115-item bibliography concludes the document. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED289068



READING READY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. Christopher

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Tuscarora Intermediate Unit No. 11

R. D. 1, BOX 70-A

McVEYTOWN, PA. 17051

2

BEST COPY AVAILABLE

CE049297

READING READY

Exercises

"Ready-Set-ABE"
to ease students' transition into
ABE level studies

by
Carol Molek
Supervisor/Instructor

June 27, 1987

Tuscarora Intermediate Unit No. 11
R.D. #1, Box 70-A
McVeytown, PA 17051

Funded by the Pennsylvania Department of Education
Special 310 Project '87-98-7023
\$7000

READING READY
Exercises

"Ready-Set-ABE"

Information dissemination systems receiving this report:
Tuscarora Intermediate Unit No. 11, AdvanceE, PDE.

The policy of the Tuscarora Intermediate Unit is to provide equal opportunity in all of its educational programs, activities, and employment. In compliance with Title VI, Title IX, and Section 504 no person will be subject to discrimination on the basis of race, color, religious creed, national origin, sex, age, or handicap.

USDE/PDE DISCLAIMER

This report is a result of a project supported in whole or in part by the U.S. Office of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

Reading Ready
Exercises

INTRODUCTION

The following booklet contains exercises we found useful in our Ready-Set-ABE program for transitional literacy/ABE students. Materials utilized were teacher created or adapted from commercially produced exercises (see bibliography).

The exercises were not designed primarily for independent learning but rather for student-tutor learning teams. As students became more self directed some exercises were completed on their own and then reviewed with the tutor.

The first set of exercises (pages 1-26) are articles taken from Time magazine, Reader's Digest or the Lewistown Sentinel. Teachers wrote questions on each reading passage to lead their students towards grasping main ideas, reading for meaning, finding facts and implications, vocabulary, and inferences. Although it was not practical for reproduction, the originals of these articles were in a flash-card design with the passage on one side of the card and the questions on the back. This method proved effective for tutors and students to work together. Newspapers and magazines were great sources of useful, relevant materials for transitional adults. Much math reading was included since in the study of math, reading skills are often the biggest stumbling block to success.

It is hoped that a tool such as this booklet will be useful for the tutor to give some structure to the often very difficult task of deciding what resources are initially appropriate. The purpose of this booklet is to serve as a starting point for transitional students preparing to enter a regular ABE class. Hopefully, Reading Ready will help ease the transition from literacy to ABE classes effectively.

Much appreciation for assistance on this project goes to instructor, Barbara Goss; former instructor, Becky Burns; secretary, Ginger Shade; as well as the rest of the Adult Education T.I.U. Center staff.

C.M.

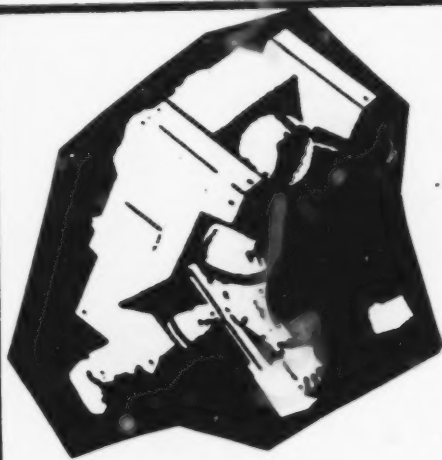
It is called the streaker, a kind of nude, or hairless, mouse, named in 1974 for that year's student craze: dashing across campus in the buff. Streaker is really a misnomer, because this poor beast—pink, fleshy, and doleful—would rather hide than streak. It tries frantically to bury itself among its furry companions—whether driven by shame or merely the cold, no one can say.

The streaker is only one of the hundreds of strains of pedigreed mice available to scientists by mail order from the Jackson Laboratory in Bar Harbor, Maine. For decades that institution has been a world leader in genetics research.



In 1980 a Jackson researcher, George Snell, won a Nobel Prize for identifying the genes that determine whether a transplanted organ will be accepted or rejected. And in the 1930s, Jackson researchers discovered the first virus known to cause cancer in animals. The mysteries of ageing, growth, determination of sex in the embryo, hardening of the arteries, diabetes, obesity, blood disorders, cancer, and heredity are all being unraveled in Bar Harbor.

1. Where does the streaker get his name?
2. Explain the word misnomer.
3. Give some examples of genetic research done by Bar Harbor.
4. What is a pedigreed mouse?
5. Why do you think that Snell won a Nobel Prize for his research?

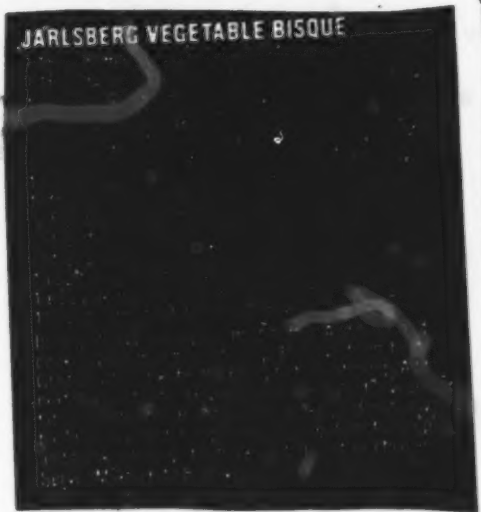


With a silent burst from its maneuvering rockets, the spacecraft floats like a stubby white bird to within a few hundred yards of a crippled satellite wobbling 270 miles above the blue earth. Two astronauts wearing jet-powered backpacks emerge from the space shuttle. As one of them watches, the other sails over to the satellite and gets it in a bear hug. He steadies it with bursts from his jet pack and attaches to its middle a special fixture designed to be grasped by the shuttle's mechanical arm. The shuttle ventures closer, stretches out its arm, takes hold of the steadied satellite, and sets it down in the cargo bay. There the astronauts repair the satellite, and the arm flings it back into space, renewed and ready to resume its mission.

1. Tell this story in one sentence or less.
2. What is a cargo bay?
3. In the article what is the spacecraft compared to?
4. Why do the astronauts need backpacks?
5. Give the steps followed to get the satellite into the shuttle.

1. How much broccoli would it take to make $3/4$ servings?
2. What are "the next 8 ingredients" that it says to add?
3. What is added last?
4. How long until the vegetables are tender?
5. How much cheese should you use for 12/16 servings?

JARLSBERG VEGETABLE BISQUE



1. Is the shape of the sun important?
2. Why or why not?
3. What planet is closest to the sun?
4. What is another word for universe?
5. What is an astronomer?



The Fat Sun

Nothing in the universe is perfect, it seems, so it might not come as much of a shock that a team of University of Arizona astronomers has announced that the sun is not quite round.

The shape of the sun is important because of its effect on the motion of the innermost planet, Mercury.



Summertime, and the livin' is easy for the brown bears of the Alaska Peninsula. From late June until September, *Ursus arctos*, the world's largest land-dwelling carnivore, can feast on the sockeye salmon that surge upstream on the way to their spawning grounds in the Brooks River and in a network of tributaries and mountain lakes.

A crafty fisherman, *Ursus arctos* catches 30 or 40 salmon a day, gaining as much as 300 pounds over the summer—all from eating fish—and shedding the added weight during winter, most of which it spends sleeping. Come spring, the bears, noticeably leaner, will emerge in time to take up their posts along the river and to teach a new generation the subtle art of salmon fishing.

1. What are *Ursus arctos*?
2. What is a carnivore?
3. How do the bears lose so much weight in the winter?
4. Where on the Alaskan Peninsula is the Salmon spawning ground?
5. From what you read, would you say a person would lose weight on an all fish diet?

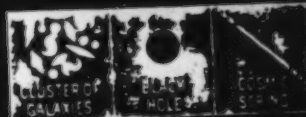
1. What did Galileo, Newton, and Einstein have in common?
2. What is hypercharge?
3. What are the 4 basic forces?
4. What does hypothetical mean?
5. If this theory is true what difference will it make?

GALILEO, Sir Isaac Newton and Albert Einstein were convinced that in a vacuum all objects, regardless of mass, fall at the same speed. This principle went basically unchallenged until this year, when Purdue University physics professor Ephraim Fischbach, three of his graduate students and S. H. Aronson, a physicist at Brookhaven National Laboratory in New York, reported discerning a force that causes objects of different compositions to fall at different rates.

If confirmed, this hypothetical force, called hypercharge, would be the fifth known basic force. (The other four are gravity; electromagnetism; the strong force, which binds the atomic nucleus; and the weak force, responsible for certain types of radioactivity.) Hypercharge, Fischbach claims, is an extremely weak repulsive force that acts in distances of less than 600 feet and varies from element to element. It is strongest in iron and weakest in hydrogen. Thus, the physicists contend, if an iron ball and a plastic ball were released simultaneously in a vacuum, the plastic one would hit first. —Time

1. What does this chart represent?
2. Name one possible explanation for this lens.
3. How is Earth represented?
4. What does the red ball stand for?
5. What is used to show the path of light?

COSMIC LENS



The campus of the California Institute of Technology sprawls lazily over a small flat stretch of suburban Pasadena, smack against a ridge of high, snowcapped mountains. Students in sandals and shorts stroll unhurriedly amid blossoms and palms; a professor pedals by on his bike. Sometimes the silence is so total that you imagine you can hear the scratching of pencils on paper, of chalk on blackboards, the hum of Nobel prize-winning minds.

Three hundred miles north, at the Stanford Linear Accelerator Center (SLAC), the scene, on the surface, is similar. Professors pad about in sandals, and horses graze in the sunshine. Yet beneath the brown-gold hills, giant atom smashers accelerate subatomic particles to almost the speed of light, crashing them into each other in collisions that release energies greater than those at the center of the sun, sometimes creating new kinds of matter in the process. Mammoth experimental stations hide in the hillside, buried in concrete bunkers. The station called Big Mac looks like a cross between Mr. Wizard's laboratory and the starship *Enterprise*.

Both Caltech and SLAC are at the forefront of efforts to discover the origins of the universe, the innermost mysteries of matter.

1. What is Big Mac?
2. Give the main idea or find the topic sentence.
3. What do atom smashers do?
4. What does SLAC stand for?
5. What do the two places in the article have in common?

1. Give the main idea.
2. What is Osteoporosis?
3. What is a tell tale sign of it?
4. How can Osteoporosis be prevented?
5. What does photon absorptiometry measure?

Osteoporosis, the brittle-bone disease, is not an inevitable part of aging; it can often be prevented by a high-calcium diet and exercise. Calcium supplements, estrogen, vitamin D supplements and fluoride may also help prevent—or treat—osteoporosis. Osteoporosis can now be detected in its early stages, — long before telltale signs such as dowager's hump have appeared. A new technique known as photon absorptiometry measures bone mass and permits doctors to determine how fast someone is losing bone. Many medical centers now have the equipment to do the test.

Conventional geometry, the kind taught in high schools, was developed by Euclid more than 2,300 years ago. It

is essential for describing such things as triangles, points, circles, cones, and spheres. It has also been successful at describing some of nature's more regular creations, such as salt crystals, which are cubes, and the planets

But closer examination reveals that the universe is a pretty irregular,

or, as even scientists have been forced to call it, "lumpy," place. "Clouds are not spheres, mountains are not cones, coast lines are not smooth."



1. Who developed conventional geometry?
2. What is it used for?
3. Name some things that it is NOT useful for.
4. When was conventional geometry developed?
5. What conclusions can you draw from the passage?

1. Give the main idea in two words.
2. What are the Nazca lines?
3. Where are they located?
4. Who discovered them and when?
5. Why weren't they discovered sooner?

Half a century has elapsed since an aerial survey team first looked down on a stretch of stony desert near Peru's southern coast and discovered the famous Nazca lines—immense geometric patterns and pictures of birds, beasts, and insects the size of football fields, etched across 30 miles of barren landscape by a long-forgotten civilization.

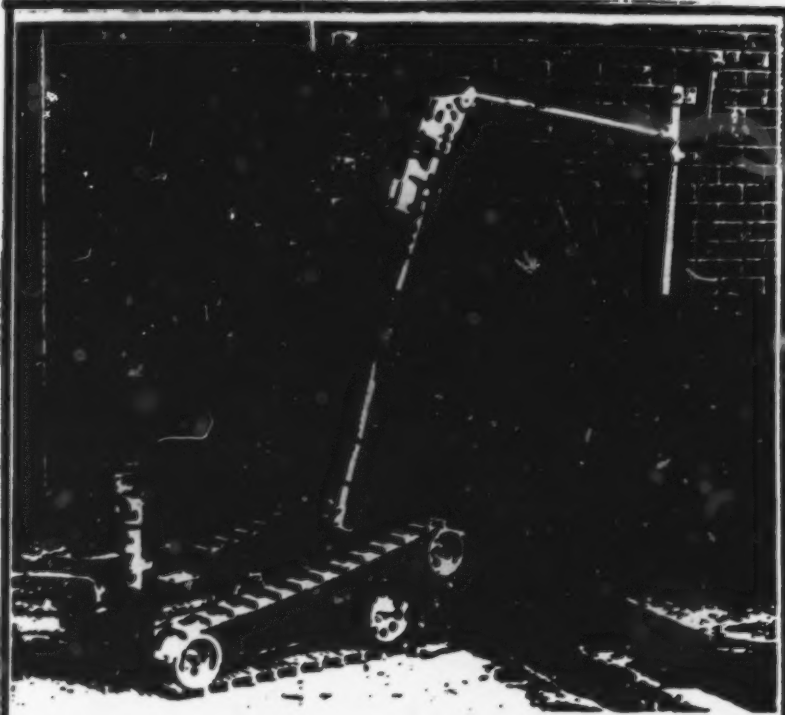
From ground level, these stylized images look like little more than mazes of long, shallow ditches dug in the surface layer of reddish brown stones to reveal the lighter-colored soil underneath. But if the figures are recognizable only from the air, how and for what purpose were they created?

1. What location gives the cheapest regular rate?
2. Which gives the cheapest great rate?
3. Where is the greatest % of savings?
4. How many different locations are there in Texas?
5. What is the number of people per room?

LOCATION	TWO-PERSON ROOM RATE		SAVINGS	LOCATION	TWO-PERSON ROOM RATE		SAVINGS
	Regular Rates	GREAT RATES			Regular Rates	GREAT RATES	
Akron—Cascade Plaza/Downtown. OH	\$ 57.00	\$28.50	50%	Merritt Island—At Cape Kennedy. FL	\$ 54.00	\$43.00	20%
Alexandria—Richmond Hwy., VA	\$ 70.00	\$49.00	30%	Mesa. AZ	\$ 59.00	\$47.00	20%
Brownsville. TX	\$ 46.00	\$36.50	20%	Minneapolis—North/Brooklyn Center. MN	\$ 58.00	\$46.00	20%
Buffalo—Cheektowaga/Gateway. NY	\$ 62.00	\$44.00	29%	Philadelphia—Int'l. Airport, PA	\$ 76.00	\$38.00	50%
Colorado Springs—Central. CO	\$ 78.00	\$46.50	40%	Portland—I-5/South. OR	\$ 54.00	\$43.00	20%
Dallas—Downtown. TX	\$ 64.00	\$44.50	47%	Racine. WI	\$ 50.00	\$40.00	20%
Denver—Colorado Blvd., CO	\$ 66.00	\$33.00	50%	Richmond—Southeast/Bells Rd., VA	\$ 60.00	\$48.00	20%
Frederick. MD	\$ 68.00	\$48.00	29%	Rocky Mount—I-95/Goldrock. NC	\$ 50.00	\$35.00	30%
Ft. Lauderdale—By The Sea/North Beach. FL	\$ 62.00	\$46.50	25%	San Francisco—Int'l. Arpt./Crown Plaza. CA	\$102.00	\$61.00	40%
Houston—Galleria Area/Crown Plaza. TX	\$101.00	\$70.50	30%	St. Paul—I-94/East. MN	\$ 68.00	\$48.50	28%
Indianapolis—I-70/East. IN	\$ 55.00	\$44.00	20%	Tampa—Int'l. Airport. FL	\$ 98.00	\$49.00	50%
Kansas City—Downtown. MO	\$ 61.00	\$42.50	30%	Tulsa—Central/I-44 & Memorial Dr., OK	\$ 57.00	\$45.50	20%
Los Angeles—Int'l. Airport/Crown Plaza. CA	\$102.00	\$75.00	26%	Washington—Capitol Beltway. DC	\$ 82.00	\$65.50	20%
Madisonville. KY	\$ 47.00	\$23.50	50%	White Plains—Downtown/Crown Plaza. NY	\$130.00	\$78.00	40%

In the past two years, the National Institute on Aging has established ten Alzheimer's disease research centers nationwide. Scientists now know that Alzheimer's is a disorder that affects both the chemistry and the structure of the brain. Research suggests that people with Alzheimer's develop abnormalities in —the way their brains transmit chemical messages essential to normal functioning. For example, studies of aging monkeys show that experimental drugs that increase chemical transmission can boost memory. Scientists hope that one day similar drugs will be available to humans.

1. What is Alzheimer's disease?
2. What experimental animals are being used?
3. What organization has established research centers?
4. Explain the word abnormalities.
5. What results from the experimental drugs used on the monkeys?

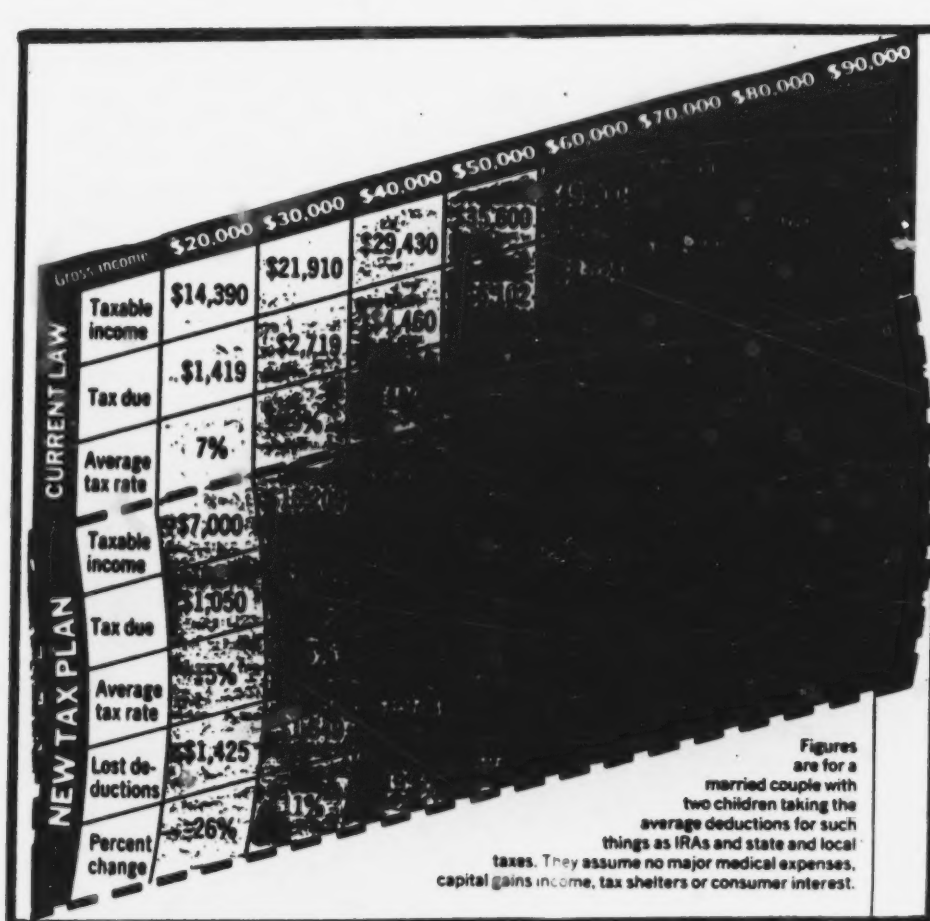


A Disarming Robot

Resembling an extra from the cast of *Star Wars*, the creepy-crawly object above is actually a small robot that can inspect and disarm bombs without risk to bystanders. Much lighter than the cumbersome bomb disarmers now in use, this one weighs only 165 pounds and can fit easily inside a small station wagon. The robot, called Ro-Veh, comes equipped with

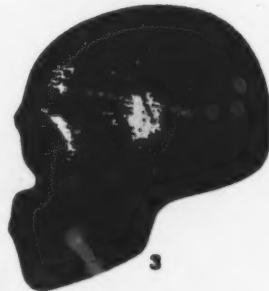
both wheels and a set of tracks to help it climb up or down steep stairs. Ro-Veh uses a television camera to allow its human controllers to inspect a suspicious object closely, then—if it is a bomb—fires a powerful jet of water on command from a small cannon. The water penetrates the inside of the bomb like a speeding bullet to short-circuit its electrical wiring.

1. Give the main idea.
2. What is the robot called?
3. How does it disarm a bomb?
4. Why is *Star Wars* written in italics?
5. Why is such a robot useful?



1. How is gross income represented?
2. What is the average tax rate for \$90,000 gross income?
3. What is the % of change for \$50,000 gross?
4. According to current tax law what tax is due on \$70,000 gross?
5. What is the basis for the figures on the chart?

MAKING FACES



Starting with a bare skull (1), technicians build up calibrated areas with plastic strips (2), fill in the gaps with clay (3), and add realistic touches (4)

- 1) What is the purpose of this chart?
- 2) How might something like this be useful?
- 3) What is happening in step 2?
- 4) What could come after step 4?
- 5) What is a technician?

1. What is the main idea of this article?
2. What do some scientists believe causes left handedness?
3. What is located in the left hemisphere of the brain?
4. Does this mean that left handed people are brain damaged?
5. When does prenatal damage take place?

Left-handed Risk

Left-handed people are more prone to learning disorders than the right-handed. The reason, scientists believe, is that left-handedness is sometimes the result of prenatal damage to the brain's left hemisphere, which controls the right side of the body; because the left hemisphere is the center of language function in most people, learning disabilities as well as left-handedness may result from its impairment.

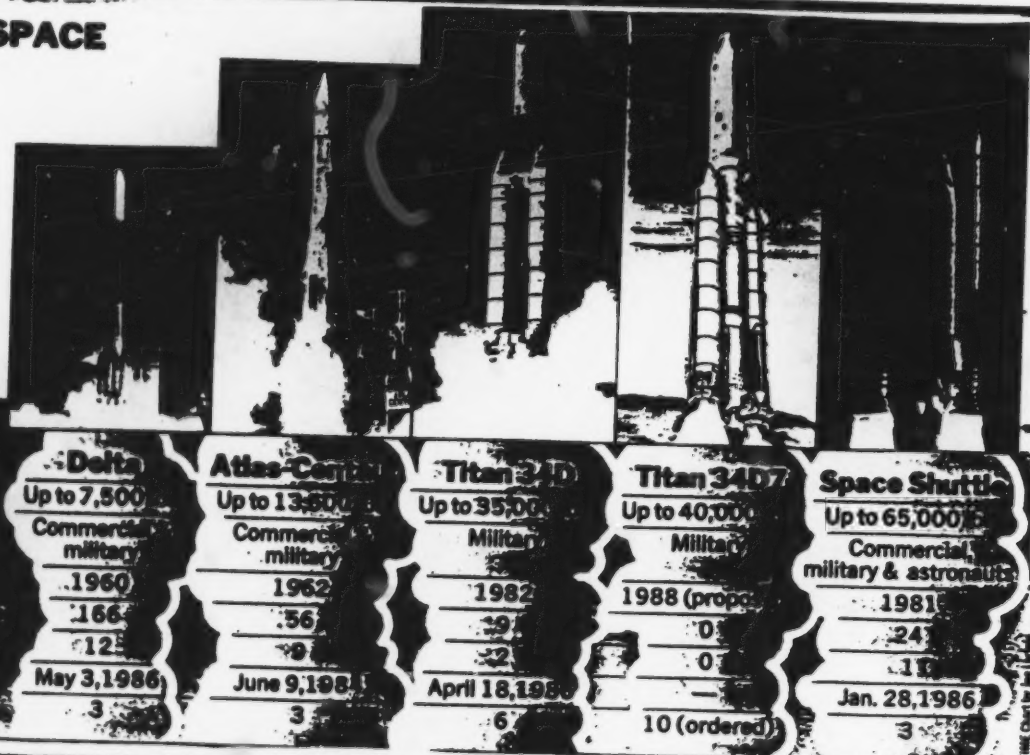
The Big Wheel Spins

By studying the magnetic fields of distant galaxies, British radio astronomer Paul Birch, a graduate student at the University of Manchester, has deduced that the universe may be rotating. At the rate he estimates, one complete cosmic turn would take about 60 trillion years—some 3,000 times the present age of the universe.

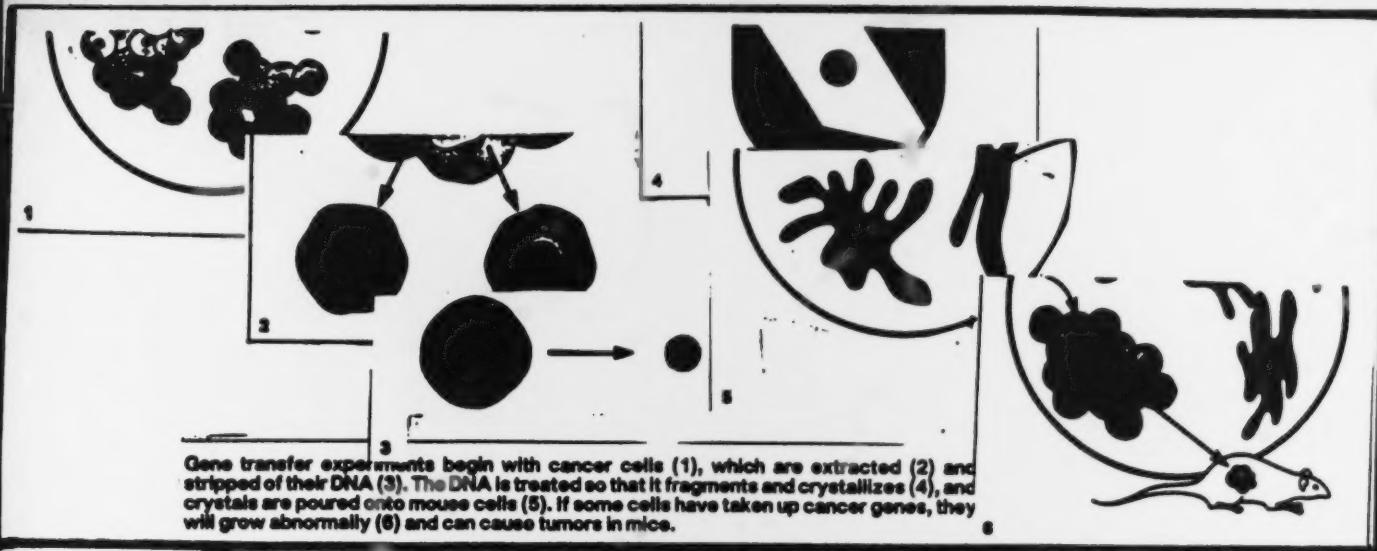
1. Has the Universe made one complete cosmic turn yet?
2. What is the "Big Wheel" referred to in the title?
3. Explain the word rotating.
4. Approximately what is the present age of the Universe?
5. How did Paul Birch make his deduction?

THE U.S. SPACE FLEET

Major launch vehicles



- 1) How do the cargoes differ?
- 2) Which missile hasn't been launched yet?
- 3) How long from the 1st launch till the most recent launch?
- 4) Which is probably the most powerful?
- 5) Which is the most successful?

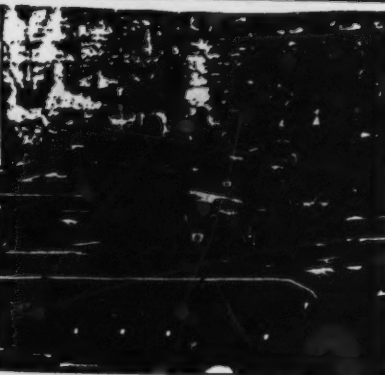


1. What do these diagrams represent?
2. What is the starting point of these experiments?
3. What happens to the DNA?
4. What kind of cells come from abnormal growth.
5. Why do they use mice in these experiments?

Aware that Moscow's nearly 55,000 tanks outnumber those of the United States by more than four to one, the Army has sought to even the odds with deadly antitank missiles that can be fired by helicopters, airplanes, and even infantrymen.

the Army is laying out \$19.3 billion for the design, development, and manufacture of a new supertank—the M-1 Abrams (named for the late General Creighton Abrams, a much decorated World War II officer who also commanded American forces in Vietnam.)

The M-1 is the most expensive, heaviest, fastest, hardest hitting, best protected tank the Army has ever owned.



1. What is the M-1 Abrams?
2. Where does it get its name?
3. Give two facts about the M-1.
4. How is the U.S. trying to catch up to Moscow?
5. What conclusion can you draw from the fact that the U.S. is aware that Moscow's tanks outnumber ours 4 to 1?

The Choice: Beaches or Houses

The fate of two beaches, one in its natural state and the other protected by a sea wall: In the sequence at the left, houses on the seaward side of a barrier beach are gradually claimed by the rising ocean. But the shore retains its gentle slope, and the beach is preserved.

The sea wall, right, helps save houses, but ultimately destroys the beach—a process geologists call New

Jerseyization. It can happen in just a few years, or it can take decades. Prevented by the wall from dissipating their energy over a wide area, waves pound the exposed shore front with increased force, carving a sharp, treacherous incline into the sea floor. The beach is consumed, and the breakers rise higher and higher—requiring ever larger sea walls.

Natural beach movement



Erosion with a sea wall



1. Give the main idea.
2. What happens in Natural Beach Movement?
3. What is New Jerseyization?
4. How long does this process take?
5. What conclusions can you draw from the illustrations?

"FEEL BETTER" SHOTS Doctors who administer vitamin B-12 shots to make patients more energetic are either misinformed or practicing bad medicine, medical authorities warn. B-12 is essential to human health, but only in minute amounts. If it is absent from the body, red blood cells—manufactured in the bone marrow—do not develop normally, and damage may be caused to the nervous system.

Usually this deficiency is due to an inability to absorb B-12 from food. People suffering from this disorder, known as pernicious anemia, must receive B-12 injections. Since one sign of B-12 deficiency is a feeling of weakness, the notion somehow arose that B-12 injections, popularly called "liver shots," could buck up weary people and make them feel vigorous.

Vitamin B-12 will not alleviate iron deficiency or make a person feel "up to par." If your doctor has shot you full of B-12 for no specific reason, don't go back for more.

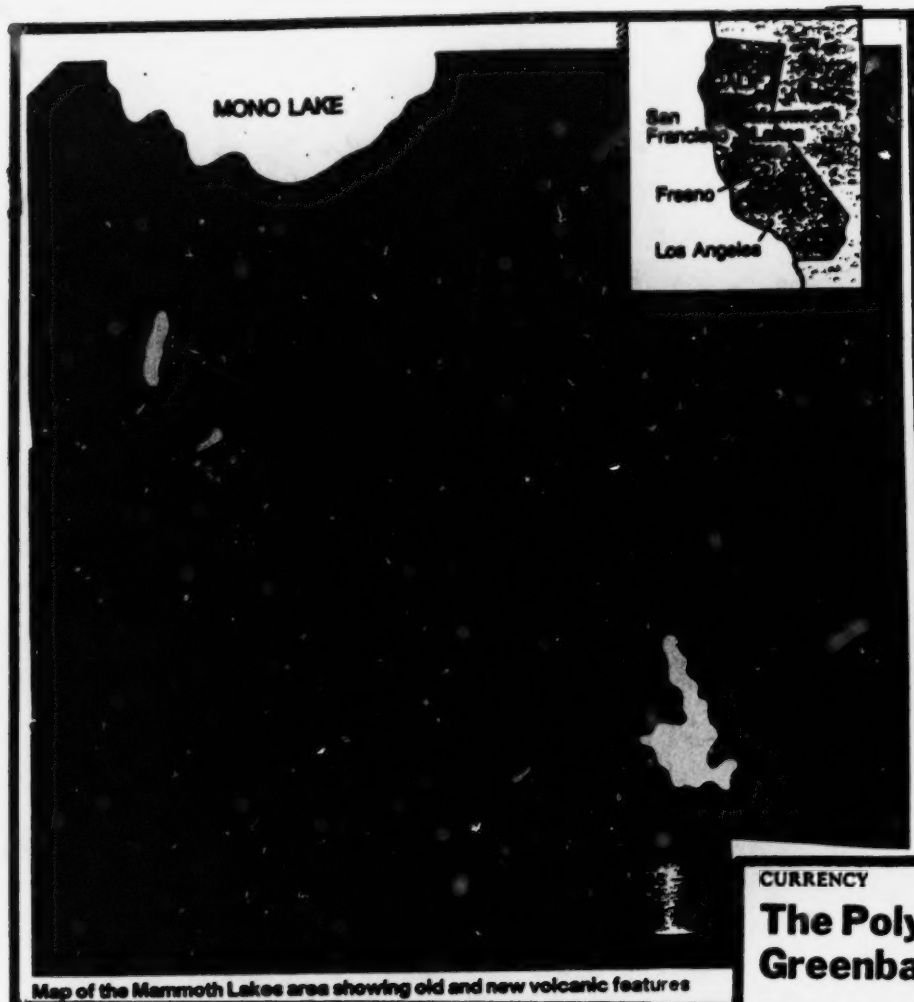
Fortunately, B-12 is not toxic, even in massive doses, but it can cause an empty feeling in your checking account.

1. What results from B-12 deficiency?
2. Explain "up to par".
3. Give the main idea.
4. Explain what is meant by the last paragraph.
5. What is a sign of B-12 deficiency?

1. What is a prime number?
2. What computer is named in the article?
3. What did it discover?
4. What is this computer's real job?
5. Why did it make its discovery?

How do you put a new supercomputer through its paces to be sure it's not making any mistakes? One way is to let it look for gigantic prime numbers (a prime is a number divisible only by 1 and itself). Such a test on a new \$10-million, Cray X-MP supercomputer at Chevron Geosciences Co. in Houston recently led to the largest prime yet discovered—a 65,050-digit number that, if written out, would fill almost 23 pages of this magazine.

The supercomputer took about three hours to complete the 1.5 trillion calculations involved. It has since gone on to its real job of analyzing geological data collected during oil exploration.



1. Name the mountains shown on the map.
2. What highways run through this area?
3. What do the black dotted areas represent?
4. Name the lakes that are shown.
5. What is the purpose of the small map in the upper right hand corner?

- 1) Main idea?
- 2) What is a greenback?
- 3) What are some of the anticipated changes?
- 4) What is the polyester stripe called?
- 5) What conclusions can you draw from this article?

CURRENCY

The Polyester Greenback

The U.S. Treasury has fretted for years about a generation of office copiers now being developed that will reproduce colors much more accurately than current models do. These new machines, officials believe, could lead to widespread counterfeiting, even by amateur crooks. As a result, the Treasury said last week, the U.S. greenback is undergoing its first major design change since 1929.

Beginning in about twelve months, new U.S. paper currency will contain a thin polyester stripe bearing the legend USA ONE for \$1 bills, USA FIVE for \$5 bills, and so on. Called a security thread, the stripe is transparent and will not reflect light. Thus it cannot be reproduced by a photocopier. Around the portraits on the new bills will be letters too tiny for copy machines to pick up that say UNITED STATES OF AMERICA.

- 1) What is a wind shear?
- 2) Why are wind shears important?
- 3) What did the story about the plane crash "add to" this article?
- 4) What was the worst single plane accident in U.S. History?
- 5) Explain the word catastrophe.

When last year's baseball season was over, bats had beaten bytes. The team without a computer, the Baltimore Orioles, topped the team with a computer, the Chicago White Sox, to win the American League Pennant.

That was a sad day for White Sox fans and computer rooters, but it may have marked the real beginning of baseball's computer era. The White Sox, who hadn't been near a championship in 24 years, used a computer—and some top-quality players—to win more games than any other team. The computer alone didn't make the White Sox winners. But Chicago's success showed that computers can help a team.

"[Computer] information can't make decisions for you, but the better information you have, the better decisions you can make," White Sox manager Tony LaRussa said last season.

Outside, the wipers beat furiously at the windshield. Ahead, the concrete and asphalt of Runway 10 stretched away to a tree line overtopped by thunderheads. Sitting in the cockpit of an idling Pan American World Airways jet, pilot Kenneth McCullers radioed the New Orleans International Airport tower for a weather update. The controller replied that there was a wind shear alert for the airport. A weather front was moving through, he said, adding, "We're right in the middle of everything."

Moments later, the Boeing 727 roared down the runway toward a brief flight and a fiery crash that killed all 145 persons on board and eight others on the ground. The July 9 catastrophe was the second-worst single-plane accident in U.S. history, surpassed only by the 1979 DC-10 disaster in Chicago.

The accident was doubly tragic because it came just as scientists are reaching a new understanding of the mysterious weather condition—wind shear—that probably caused it. A wind shear is a sudden local shift in wind direction or speed, a phenomenon familiar to most pilots, and one that poses a threat to aircraft at low altitudes; during the past decade, it has downed at least seven U.S. airliners.

- 1) Main idea?
- 2) What does "...bats had beaten bytes" mean?
- 3) What did the Orioles win?
- 4) How can computers help a baseball team?
- 5) Even though they lost, the White Sox were winners. Why?

Thalassemia Cure?

Thalassemia, also called Mediterranean anemia, is an inherited disease found mostly in Italian and Greek children. Besides suffering severe anemia, victims have greatly enlarged livers and spleens, as well as deformed bones, especially those of the head. Conventional treatment, which requires frequent transfusions and constant vigilance against infection, is not always successful.

But now there may be a better treatment: replacing abnormal bone marrow with normal marrow.

1. What is Thalassemia?
2. What does inherited mean?
3. What is the conventional treatment for this disease?
4. Explain the new treatment.
5. Give some symptoms of Thalassemia.

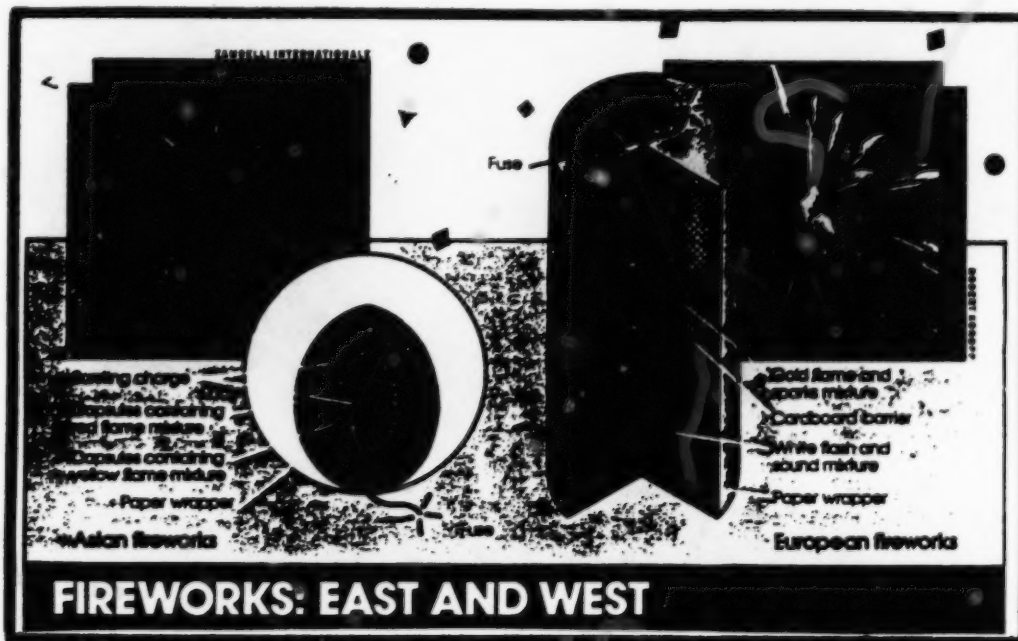
SOVIET SPACE STATION



- 1) What is the name of the space station that is being illustrated?
- 2) What is the name of the manned spacecraft?
- 3) What do the Soviets call their astronauts?
- 4) What space station may be attached to Mir?
- 5) What is the purpose of the long wings?

- 1) What is the main idea?
- 2) How is the sex of a Mississippi alligator determined?
- 3) What is a hatchling?
- 4) What happens to eggs that incubate between 86 and 94 degrees?
- 5) Who are the researchers?

If a mother alligator had the brains and the will to do so, she could determine the sex of all her offspring merely by choosing an appropriate place to lay her eggs. According to an important new investigation carried out in Louisiana swamps by biologists Mark Ferguson of the Queen's University of Belfast and Ted Joanen of the Louisiana Wildlife and Fisheries Commission, the sex of a Mississippi alligator is determined by temperature alone. If the eggs are kept at or below 86 degrees Fahrenheit during the second and third weeks of their incubation in a nest, the hatchlings will all be females; eggs kept at or above 94 degrees will produce only males. (Temperatures in between produce some males and some females.) Hence, alligators that lay eggs in cool marshes spawn females, while nests exposed to the sun on riverbanks yield males.



- 1) What is the purpose of the illustration?
- 2) How are the fireworks alike?
- 3) How do they differ?
- 4) What does the title of the illustration mean?
- 5) Which fireworks are better?



- 1) Who does the man in the top hat represent?
- 2) Why was he drawn like that?
- 3) What is the symbolism with the E-Z card?
- 4) Who does the other man represent?
- 5) What us this cartoon trying to say?

The mystery of the poisoned Contac has apparently been solved. The alleged culprit, it turns out, was not interested in killing people but merely wanted to make a killing in the stock market. The FBI last week arrested Edward Marks, 24, of Temple City, Calif., and charged that last March he tampered with capsules of Contac and two other over-the-counter drugs manufactured by SmithKline Beckman. Nonlethal doses of rat poison were found in nine pills in stores in Houston and Orlando.

- 1) Main idea?
- 2) What does nonlethal mean?
- 3) Who is the culprit?
- 4) What was the purpose of the tampering?
- 5) What are over-the-counter drugs?

CREATIVE PEOPLE can find inspiration from the most mundane things. Architect Eero Saarinen, for instance, was commissioned in 1956 to design a building for TWA at what



is now New York's Kennedy Airport. His first model did not suit him, but he kept working at it. Then one morning at breakfast, he found himself staring at the curved shell of a grapefruit. He turned it over, began carving arches in it, and carried the finished product off to work, adding it to the other models involved in the final design.

When the terminal was completed, it was described by an architectural magazine as "a totality of fluid form curving and circling within itself," suggesting "the flight of a great bird." The grapefruit wasn't mentioned.

- 1) What is the topic sentence?
- 2) How did Eero Saarinen get his idea?
- 3) What did he design?
- 4) When did this take place?
- 5) What conclusions can you draw?

- 1) How does the patch work?
- 2) How does the doctor know if you're cheating?
- 3) Who makes the patch?
- 4) Where is the patch placed?
- 5) What is a breathalyzer?

Sweat Test for Alcohol

A doctor at Georgetown University in Washington, D. C., has devised a way of finding out whether his alcoholic patients have really stayed on the wagon. It is a small, sticky patch of polyester fiber that causes the skin beneath it to sweat, then absorbs the sweat, which will contain alcohol if the person wearing the patch drinks. The patch is hermetically sealed, and sweat does not evaporate through it. The inventor, Dr. Michael Phillips, sticks the patch on a patient's ankle or forearm. At the end of the test period, the patch is removed and placed in a stoppered tube, in which the accumulated moisture evaporates. The gas in the tube is then passed through a breathalyzer, which detects any alcohol the patch may have picked up.

What's to stop a drinker from cheating—taking the patch off for a while? It will not stick well when it is put back on, a dead giveaway. Also, Phillips says, the underside of the patch can be impregnated with a chemical that will change color if exposed to air.

Phillips is the only researcher using the special patch, which is made to his specifications by the 3M Company. But it may find applications other than detecting alcohol consumption, including monitoring the use of various prescription drugs.

(5)



To a world that received the initial news with shock and foreboding, the explosion and fire at the Soviet Union's Chernobyl nuclear plant suddenly became as close as wind and rain could carry it last week—and as menacing as a nightmare. While Soviet authorities insisted that there was little to worry about outside the Ukraine and neighboring regions, the cloud of deadly radioactive dust from Unit No. 4 that first spread over Scandinavia and Eastern Europe now crossed oceans and land masses, falling on an ever widening range of food and water supplies in dozens of countries. It also continued to poison the political and diplomatic atmosphere.

- 1) What is the main idea?
- 2) Where did this nuclear accident take place?
- 3) How could this affect us?
- 4) What do the Soviet officials say about the danger?
- 5) What is the meaning of the last sentence?

They are no longer the weapons of choice for mobsters and G-men, but machine guns are suddenly selling like gangbusters. Reason: a law signed by President Reagan on May 19 prohibits the production of machine guns for sale to the public any longer. The ban has prompted a rush by collectors to snap up supplies while they last.

- 1) What is the main idea?
- 2) Why are machine guns selling so well?
- 3) What do you think will happen to the price of machine guns?
- 4) Who are G-men?
- 5) What does "selling like gangbusters" mean?



1. What two states are shown?
2. Name 3 cities.
3. What does the chart at the bottom represent?
4. What body of water is identified?
5. What do the little black squares stand for?

1. Give the main idea in one word.
2. Name the part/s of a magnet that attract.
3. What is a magnetic monopole?
4. Magnetism is related to what?
5. What is a Blas Cabrera?

Monopoles Found?

Magnets, as every schoolchild knows, have two poles: a north and a south. Cut a magnet in half and the result is two magnets, each with its own north and south pole. But there is no way to cut a single pole free from a magnet.

For a long time physicists have predicted that independent north and south magnetic poles, which they call magnetic monopoles, should exist somewhere in nature.

Since electricity and magnetism are related, they argue, there should be magnetic charges to correspond to the familiar electric charges.

Now a group of Stanford University researchers, led by physicist Blas Cabrera, reports having seen evidence for the existence of the magnetic monopole.

In the movie *Firefox*, actor Clint Eastwood steals a Soviet MiG fighter that is so sophisticated it can be controlled by a pilot's thoughts. Eastwood has only to think about firing a missile, and the missile roars away.

It is all Hollywood fantasy, of course, but not as far out as it may seem. For a fighter plane does exist that can be controlled by spoken commands and that enables its pilot to lock on to an enemy target merely by looking at it. Once it is locked on, this remarkable aircraft can fly a bombing or strafing run without human assistance, taking advantage of unique aerobatic capabilities—like flying sideways—to evade enemy gunners or bring a target into sight. The plane is not, as in the movie, being built at some secret Soviet base. It is a product of American computer and aeronautical science, and it began test flights in August at Edwards Air Force Base, in California.

1. Give the main idea.
2. How are this plane and the one in *Firefox* alike?
3. What is a strafing run?
4. Name a Soviet fighter plane.
5. How might this new plane be used?

Sunday, December 1, 1957. President Dwight Eisenhower is at his Gettysburg farm, recuperating from a mild stroke. His Committee on Scientists and Engineers has just presented a dire assessment of "the Soviet Union's well directed and energetic program to achieve and assert scientific preeminence." In the central Ural Mountains of the Soviet Union, just east of the industrial town of Kyshtym, a plutonium production facility, Chelyabinsk-40, is transforming slugs of uranium into the irradiated ingredients for nuclear weapons. And 15 miles above the snows of Russia, a U-2 spy plane soars.



One of the most puzzling episodes of the Cold War period may have occurred on or around that Sunday in 1957 at the plutonium facility near Kyshtym. According to some reports, a nuclear accident ravaged the site, killing hundreds of people, maiming thousands of others, and spreading deadly radioactive debris over an area at least the size of Rhode Island. While American scientists agree that something unusual did happen at Kyshtym, only the Soviets know the precise nature of the event, and they have never divulged their secret.

1. What does the term Cold War mean?
2. Where is Kyshtym located?
3. Why is this city important?
4. How did we find out about Chelyabinsk-40?
5. What conclusions can you draw from this article?

Pennsylvania 1987 fishing seasons, sizes, creel limits

Species	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Trout/Salmon*	7" 25	1		17 14 to 18 in.	7" 6 per day†			7" 3 per day†				
Atlantic Salmon	16" 25	1		17 14 to 18 in.	16" 3 per day							
Bass - Largemouth, Smallmouth, Spotted												
Susquehanna River Watershed												
Lakes, Ponds	12" 6 per day†	12 14		12 14	12" 6 per day†			12" 6 per day†				
Rivers, Streams	16" 6 per day†	17 14 to 18 in.		16" 6 per day†	16" 6 per day†			16" 6 per day†				
Bass - Largemouth, Smallmouth, Spotted												
Watersheds other than Susquehanna River												
Lakes, Ponds	12" 6 per day†	12 14		12 14	12" 6 per day†			12" 6 per day†				
Rivers, Streams				12" 6 per day†								
Walleye and Hybrid	16" 14	15		1	2	12" 6 per day	?					
Bass	16" 14	15		1	2	12" 6 per day						

*Daily creel limits combined species

†Except landlocked Atlantic salmon

**Fall and winter reduced creel season open only in stocked sections of streams and their downstream areas, and all lakes and ponds

Species	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Shad/Brook and Hybrid	20" 2 per day†	14 15		1	2			16" 2 per day†				
Northern Pike	20" 2 per day†	14 15		1	2			20" 2 per day†				
American Pike	16" 2 per day	14 15		1	2	16" 6 per day						
Pickeral	16" 2 per day	14 15		1	2	16" 6 per day						
American Shad	No minimum size			6 per day (Except closed on Susquehanna River and Tributaries)								
Herring				No minimum size	No daily creel limit							
Whitefish				No minimum size	No daily creel limit							
Striped Bass				16" 2 per day								
Panfish				No minimum size	66 per day†							
Bullhead				No minimum size	66 per day†							
Potential				No minimum size	66 per day†							

NOTE: The Susquehanna River, its branches and all impoundments, with the exception of the Conowingo Dam, is considered a river and not a series of lakes for purposes of this regulation

***Mud bugs (dragonfly nymphs) are limited when taken from lakes, ponds, streams or adjacent areas

1. What species of fish has no minimum size and no daily creel limit?
What conclusion can be drawn from this information?
2. On April 17, 1987, at what time may a fisherman begin fishing for trout?
3. 3 fishermen are fishing for Northern Pike, Striped Bass, and Panfish. Fisherman #1 caught his daily limit of Northern Pike; fisherman #2 caught his daily limit of Striped Bass; fisherman #3 caught 5 less than his daily limit of Panfish. Which fisherman is going home with the largest catch?
4. A fisherman plans a fishing trip during the months of May-November; his desire is to fish during those months for Pickeral. On a given day, he catches his limit. The sizes of his fish are as follows: 15 inches, 20 inches, 10 inches, 16 inches, and 21 inches. How many pickeral may he keep?

National summary

A small Colorado town was buried under 5 feet of snow and a New Mexico town was virtually cut off Friday by a ferocious storm that howled through the Rockies with strong gusts that dropped wind chills to 70 degrees below zero.

"That is an incredible amount of snow," National Weather Service meteorologist Paul Pitt said, referring to the 40 inches that fell mostly Thursday in the rural town of Lyle in southern Colorado. The weather service also said 61 inches of snow was reported just south of Lyle.

"We're far running out of supplies to get it," fire fire Chief Charles Yarrill said. "Everyone is just staying put and digging out to-day."

No major problems were reported in the rural community with a population of about 350, despite the worst storm there since 1957.

"I moved to Lyle because I really like the weather here, but I never counted on this," said resident Jim Berdeman, 34, who described the snowfall as "dis-emp." "This is a sight. Nobody's going to believe this."

NATIONAL WEATHER SERVICE PHOENIX 7:40 PM MST 1-19-87



STATION: PHOENIX
TIME: 7:40 PM
DATE: 1-19-87
TEMP: 45
WIND: 10-20
PRES: 1010
HUMID: 45
VIS: 10
CLOUDS: 10-20-30-40-50-60-70-80-90-100
REMARKS: 10-20-30-40-50-60-70-80-90-100
BY: [signature]

1. In which area of the country (Central, Northeast, Far West, Southern Florida) will there most likely be snow?
2. What are the expected maximum temperatures in Pennsylvania? In Texas? In Alabama? In Washington (state)? In Florida? In Maine?
3. In general, what weather conditions are likely to exist in areas represented by high pressure? In areas represented by low pressure? What weather conditions might exist when areas of high pressure and low pressure meet?
4. What percentage of any shaded area is predicted to receive the precipitation indicated?
5. In reference to the reading selection above the map, what 2 states received a tremendous amount of snow? What mountain range is associated with those 2 states?
6. Which states are likely to have the following weather conditions in existence:
 - a) Cold, snow, temperatures ranging in the 20's (name one state)
 - b) Cold, clear of precipitation, temperatures ranging in the 30's (name one state)
 - c) Warm, clear of precipitation, temperatures 80's (name one state)

Signers of the Declaration

Of the 55 men who attended the Constitutional Convention, eight had signed the Declaration of Independence 11 years before. The signing took place in the very same building, the State House in Philadelphia. The men were:



George Clymer of Pennsylvania



Ben Franklin of Pennsylvania



Robert Morris of Pennsylvania



George Read of Delaware



Roger Sherman of Connecticut



James Wilson of Pennsylvania



Elbridge Gerry of Massachusetts



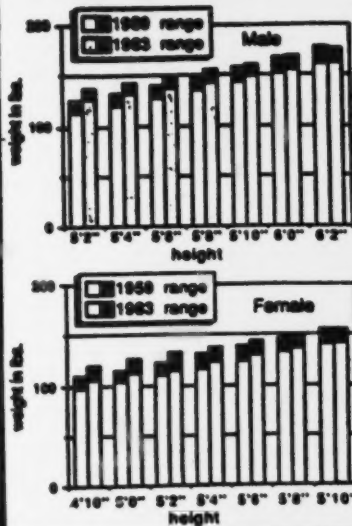
George Wythe of Virginia

"Gerry and Wythe did not sign the Constitution. Gerry did not sign because it did not have a bill of rights. Wythe left the convention early."



1. Of the representatives from the state of Pennsylvania, which can fit the following descriptions: statesman, public leader, author (Poor Richard's Sayings), publisher, civic leader, inventor (bifocal lenses, stove, lightning rod), and scientist (proved lightning is electricity)?
2. In which state was the Declaration of Independence signed?
3. What conclusion can be drawn from the fact that Elbridge Gerry did not sign the Declaration of Independence?
4. In addition to the Declaration of Independence, Roger Sherman of Connecticut also signed the following great documents: the Articles of Association (1774), the Articles of Confederation (1777), and the United States Constitution (1787). What conclusion can be drawn concerning Sherman's belief in freedom?

Medium Frame Body Weights for Men and Women Over Age 25, 1959 and 1983.



Average American at least 10 percent over ideal weight

CHICAGO (UPI) — The average American is at least 10 percent over ideal body weight, lulled into a false sense of security by "desirable" weight charts that are also a bit on the heavy side, researchers say.

The conclusion by doctors from the Harvard School of Public Health, published in today's *Journal of the American Medical Association*, will likely not go down as easily as last night's dessert.

"No, that won't make a lot of people too happy, I imagine," said Dr. JoAnn Manson of Harvard and the Brigham and Women's Hospital in Boston.

"All the available evidence suggest that minimum mortality occurs at weights that are at least 10 percent below U.S. averages," Manson said. Obesity is medically defined as 20 percent over optimal body weight.

The latest assault on the national waistline comes four years after the great collective sigh and belt loosening of 1983, when Metropolitan Life Insurance Co. revised its weight-for-height charts upwards to accommodate new data.

The Metropolitan chart, based on 4.2 million people who have applied for life insurance since 1960, long has been considered the standard reference for most desirable weight for a person of a particular height, sex and build.

However, Manson and her colleagues said the Metropolitan chart fails to correct for the effects of cigarette smoking, a behavior that tends to keep weight down while disproportionately increasing mortality for lighter weights.

"If you look only at groups of smokers or groups of non-smokers, you see a much stronger relationship between obesity and mortality," Manson said. "The Metropolitan numbers tend to favor heavier people."

Manson said it was impossible for her to determine exact ideal weights without better controlled studies, but that the 1959 Metropolitan charts "are probably closer to it" than the 1983 charts.

Metropolitan officials, however, said the charts were never intended to be taken as hard and fast guidelines for ideal weight, only the weight at which the average person tends to live the longest.

"It's not the perfect thing, but it's one of the best things around," said Stanley Kranczer, a senior demographic researcher for Metropolitan in New York.

1. What is the proper name given to the way in which the height vs. body weight information is presented? Is this known as: a pie chart, a bar graph, an illustration, or a diagram?
2. The average American is at least what percentage over his/her ideal weight?
3. Since 1950, what insurance company has provided the standard reference for the most desirable weight for a person of a particular height, sex, and build?
4. What conclusion can be drawn from the graph concerning the relationship of smokers and non-smokers to obesity?
5. On the height-weight chart for females, in which year (1959 or 1983) was it permitted for a woman of a medium frame to "weigh in" heavier?
6. On the height-weight chart for males, in which year (1959 or 1983) was it permitted for a man of a large frame to "weigh in" heavier?



The lore of black ice

By Max Gunther

It happens only once every few years. It's such a unique and gorgeous phenomenon that it sends skating enthusiasts into transports of exaggerated delight.

Black ice! The phrase means to a lake and pond skater what perfect wave means to a surfer. It refers to the absolutely flawless ice-skating conditions that are encountered only

a few times in a lifetime and talked about for years afterward.

When black ice occurs in my part of Connecticut, it pulls thousands of people from in front of their fireplaces into the frigid air. Even people who haven't skated for years on lake or rink grab their ice skimmers.

Black ice develops when three weather conditions come together at exactly the right time, in exactly the right way. First, there must be a long period of subfreezing temperature. A short period will freeze small, shallow ponds, but it's the big, deep lakes we're talking about and it takes a lot of freeze to make them hard. Second, there must be very little wind while the surface is solidifying; otherwise the ice will have ridges and ruffles. Third—and this is the hardest one—there must be no snow while all this is going on.

The result? Ice that's as black as onyx and smooth as glass. It looks black because there are no surface imperfections to catch and reflect light. And it's transparent.

The first few minutes of skating on it are rather frightening because you can't actually see the surface that's supporting you. It's truly like skating on air.

We live near a seven-acre lake and every winter we wait, and hope, and pray for black ice. More often than not we are disappointed although a few winters back our dream came

continued

true. It was an unusually dry January throughout the northeast. There was no snow and it was cold. We watched and waited. The ice slowly thickened. Little kids stood around the edges of it day after day examining it hungrily. Fathers went down to test it, stepped on it near the inlets where the water is warmest, listened to it crack, and mournfully announced, "No, not yet."

Finally, the day came when the black ice looked prime. We skated carefully around the shallows at first, then grew bolder. Inch by inch, foot by foot, we proceeded until at last the whole glorious seven acres were ours. We enjoyed eight days of unadulterated skating bliss.

Only one thing was lacking this one time: wind. We didn't want wind while the ice was firming, but we wanted it afterwards. Why? So we could sail skate.

A skater's sail is anything that can be held in hand that'll catch the wind. Even an old umbrella will serve if the wind is strong enough. The experience of gliding over black ice at thirty miles an hour, virtually powerless to stop, is one of the most delightful experiences on earth.

For eight days we skated during almost every spare daylight hour. Jobs, chores and school homework went to heck. Knees and elbows were bruised, foot muscles ached, ankle and leg tendons stiffened—but this was the price to be paid and we never considered it anything but a bargain.

"Daddy, my knee hurts!" one little girl wailed tearfully after a spectacular fall. "Lean on me and I'll take you home," her father proposed. The suggestion was so ludicrous that she broke into peals of laughter as she skated away over the dark, glassy expanse.

Our ice was killed by an early January thaw that year and we've been waiting for black ice ever since. Well, maybe this year. ■

Write a summary of this article.

Be sure to include these main points:

What is black ice?

How is it formed?

Why is black ice so unusual?

What is sail skating?

THE FOOD WEB

1. A consumer is a living thing that
 - a. eats plants and animals
 - b. gives off energy
 - c. decomposes rock
2. A producer is a living thing that is able
 - a. to eat plants
 - b. to make its own food
 - c. to create other plants
3. An herbivore is a consumer that eats
 - a. only plants
 - b. only animals
 - c. plants and animals
4. A decomposer is a living thing that feeds on
 - a. plants
 - b. animals
 - c. wastes and dead organisms
5. To decay means to
 - a. be very fresh
 - b. become rotten
 - c. be dead
6. A carnivore is a consumer that eats
 - a. vegetables
 - b. plants
 - c. animals
7. A living thing that feeds on waste and dead organisms is
 - a. mold
 - b. a fruit
 - c. a carnivore
8. A consumer that eats both plants and animals is
 - a. a carnivore
 - b. a herbivore
 - c. an omnivore

PLANT PRODUCTION

- | | |
|-------------------|--|
| 1. carbon dioxide | a. The process green plants use to produce basic foods for themselves. |
| 2. photosynthesis | b. A gas in the air which is given off by the leaves of green plants. |
| 3. oxygen | c. Plants which contain chlorophyll and combine it with the sun's energy. |
| 4. sun | d. The substance that combines with the sun's energy to produce carbohydrates. |
| 5. water | e. The source from which green plants get their energy. |
| 6. chlorophyll | f. The basic foods created by green plants. |
| 7. green plants | g. An element other than the sun's energy that makes it possible for green plants to produce their own food. |
| 8. carbohydrates | h. The gas that plants need along with water to be able to accomplish photosynthesis. |

Adapted from:

Margo Clung, "Science Experiments and Nature Studies," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1982), p. 41, p. 26.

CAPTAIN COOK'S LAST VOYAGE

Captain James Cook, one of history's greatest explorers, was also a fine writer, thinker, and scientist who studied the people and the lands he visited. In a journal that he kept, he recorded everything he saw and thought.

In July 1776, Captain Cook set sail from England for the South Pacific on what was to be his last voyage. The expedition got off to a happy start when Cook's ship landed at one of the Friendly Islands on May 16, 1777. The natives were indeed friendly and entertained Cook and his crew with colorful boxing matches.

By September of that year, Cook was on the island paradise of Tahiti. Impressed by the easygoing way of life of the Tahitians, who had everything they needed without working for it, Cook remained here for the rest of the year.

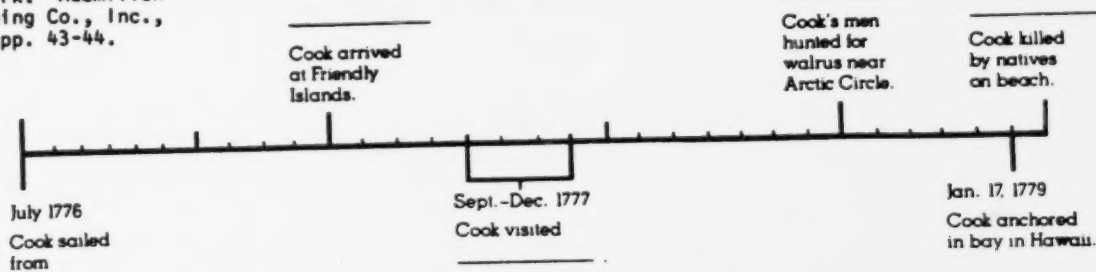
Next Cook headed north until he came near the Arctic Circle. Here, on August 17, 1778, the crew went walrus-hunting for fresh meat to add to their dwindling food supply. "After they [the walruses] had been once fired at," wrote Cook in his journal, "they would tumble into the sea, in the utmost confusion."

After visiting the Aleutian Islands in October, Cook sailed south once more to the last place he would ever visit. On January 17, 1779, his ship anchored in a bay in the Hawaiian Islands.

At first, the Hawaiians were friendly to their strange visitors. But as the weeks passed, they grew tired of sharing their food with the Englishmen. Finally, on February 14, the angry natives attacked the crew onshore. As the men ran for their boats, a native stabbed Captain Cook in the back. He died soon after—a sad ending to an exciting life of adventure and discovery.

Adapted from:

Diane Sylvester,
"Reading,"
Macmillan Instant
Activities Program
(New York: Macmillan
Publishing Co., Inc.,
1986), pp. 43-44.



- Key: 1—Eastern Standard Time 4—Pacific Standard Time
2—Central Standard Time 5—Yukon Time Zone
3—Mountain Standard Time 6—Alaska-Hawaii Time Zone
7—Bering Time Zone

1. When it's 3 P.M. in Pennsylvania, what time is it in California? _____
2. When it's 6 P.M. in central Alaska, what time is it in Hawaii? _____
3. When it's midnight in northern Idaho, what time is it in southern Idaho? _____
4. Which three states are nearly equally divided between Central and Mountain Time? _____
5. What time zone is three hours earlier than Pacific Time? _____

Adapted from:
Steve Otfinski,
"Social Studies,"
Macmillan Instant
Activities Program
New York: Macmillan
Publishing Co.,
Inc., 1985), p. 31.

COMPUTER ERRORS

Computers can be frustrating contraptions. You tell them to do a task, and, instead of doing it, they print something impolite, like "ERROR." You give the computer the same command, and it flashes "ERROR" again. Then you begin to want to scream back at the screen.

The worst thing about computer errors is that they are almost always the fault of a human being. Computers rarely make mistakes. They are among the most reliable machines ever built. When you issued your command to the computer, you may have spelled it wrong. For example, instead of typing "PRINT," you may have typed "PRNT." When you tell a computer to "PRNT" instead of "PRINT," it responds with "ERROR." This is the machine's way of saying, "Huh?"

Computers can understand only what you type, not what you mean to type. If you said "PRNT" to your brother, he'd probably figure out that you meant "PRINT" (though he still might wonder what you wanted him to do). But a computer takes everything literally, letter for letter and word for word.

The people who write the programs for our computers sometimes get even more frustrated than we do. When the programmer commands a computer to run a new program for the first time, plenty of "ERROR" messages appear on the screen. Every new program is full of mistakes and problems. Programmers call these mistakes *bugs* for an interesting reason.

This term comes from a problem that plagued one of the world's first computers. The computer wasn't working right, and it took the technicians a long time to find out why. Then they discovered that a moth had crawled into the machine and had died when it touched some exposed wires. The dead moth was causing electrical problems that scrambled the computer's thinking.

Debugging a computer program is almost always hard. Bugs in a program can be so subtle that they create problems for a very long time. Many programmers, after staring at a program for hours, have cried, "There's no reason for this not to work!" But there always is a reason. Somewhere in the program, a human being has made a mistake—has told the computer to do the wrong thing at the wrong time—without knowing it.

Adapted from:
Mary Packard,
"Vocabulary,"
Macmillan Instant
Activities Program
(New York: Macmillan
Publishing Co., Inc.,
1986), pp. 28-29.

1. What does the author mean by saying in paragraph 1 that computer users sometimes "want to scream back at the screen"? _____

2. According to the author, what is the cause of nearly all computer errors? _____

3. Which two of the following words best describe the author's tone? Circle your choices.
a. informative b. casual c. annoyed
4. Whom does the author refer to as "we" at the beginning of paragraph 4? _____

5. When the author says in paragraph 4 that "every new program is full of mistakes," is this a fact that is supported by the text, or is it the author's opinion? _____

6. In paragraph 5, what does the word *plagued* mean? _____

7. How is a computer different from a human being in the way it understands messages? _____

8. Why are computer problems called *bugs*? _____

9. In paragraph 6, what does the word *subtle* mean? Circle your choice.
a. hard to find b. rare c. awful
10. Think of a new title for this article. Write it on the line provided: _____

CLOUD GAZING

Read the selection below about clouds.

Have you ever lain on the grass on a lazy summer's afternoon gazing up at the clouds? If you have, you've probably noticed the many different shapes clouds can take. Clouds can look like boats, animals, cars, or even people. Meteorologists, or weather scientists, have classified clouds not by what they resemble, but by their size, shape, and height above the earth.

Cumulus clouds get their name from the Latin word *cumulus*, meaning "a pile or heap." Cumulus is a good name for these fluffy, white piles of clouds that look like great puffs of cotton floating across the sky. They are known as vertical clouds because they move in a vertical pattern from 1,600 to over 20,000 feet above the earth (490-1,600 m). Sighting cumulus clouds usually means fair weather is here to stay.

Seeing **nimbus** clouds, on the other hand, means just the opposite. *Nimbus* is Latin for "rainstorm," and that's what these dark-gray clouds deliver. Nimbus clouds are low clouds, ranging from about ground level to 6,500 feet (1,980 m).

Stratus clouds are also low clouds, with the same height range as nimbus clouds. The Latin word *stratum*, meaning "sheetlike," is a good name for these layered clouds. Although dull-gray stratus clouds can make the sky appear the color of lead, these clouds look worse than they are. Because thin stratus clouds have little vertical movement, only a drizzle of rain can fall from them.

Finally, there are **cirrus** clouds, from the Latin *cirrus*, meaning "curl." These curly, white, featherlike clouds are high fliers. They range from 20,000 to 40,000 feet in the sky (1,600-12,200 m). Since at those heights the temperature is below freezing, cirrus clouds are made up entirely of ice crystals. Because they are blown about by cold winds into fine strands, cirrus clouds are sometimes called "mares' tails."

Next time you cloud-gaze, try to pick out a cirrus from a cumulus. But watch out for nimbus clouds! When you see them roll in, it's time to head indoors.

Cloud Chart

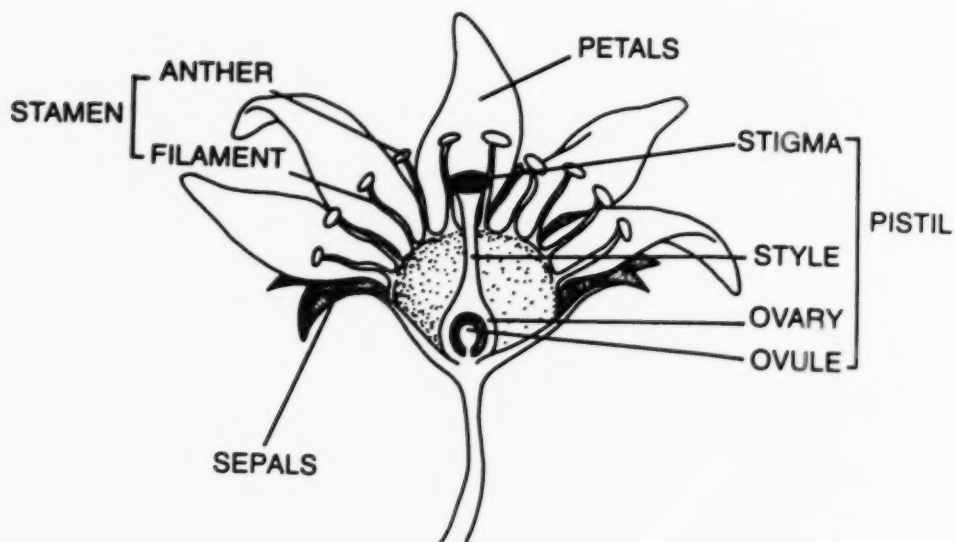
Name of cloud	Latin word name comes from	English meaning of Latin word	Physical features	Height classification (vertical, low, or high)	Height in feet (m) above the earth
	<i>cumulus</i>				
nimbus					
		sheetlike			
				high	

Adapted from:

Diane Sylvester, "Reading," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1986), pp. 41-42.

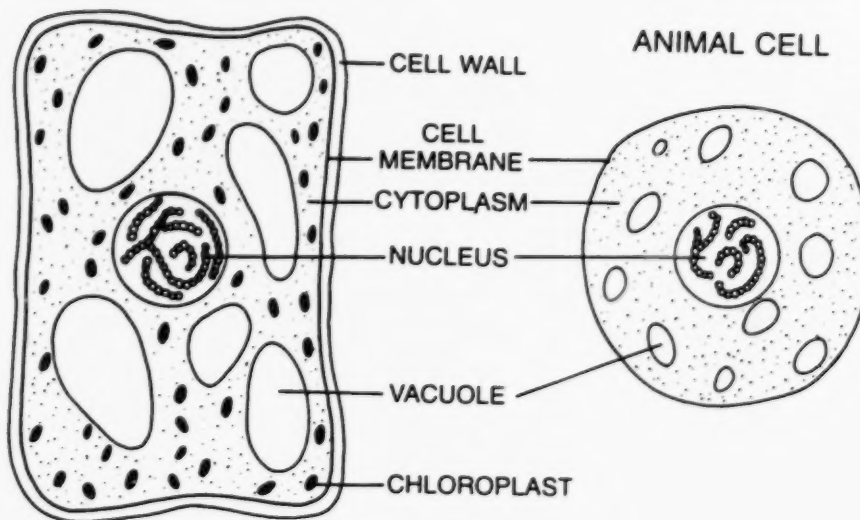
PARTS OF A FLOWER — PLANT AND ANIMAL CELLS LABELED DIAGRAMS

PARTS OF A FLOWER



PLANT AND ANIMAL CELLS

GREEN PLANT CELL



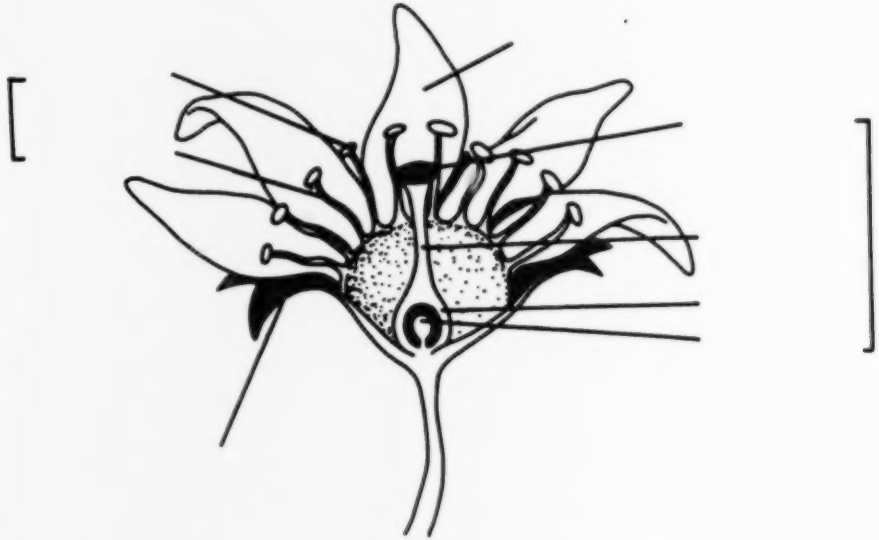
Adapted from:

Marilyn LaPenta, "Teacher Time Savers," Macmillan Instant Activities Program
(New York: Macmillan Publishing Co., Inc., (1983), pp. 98-101.

PARTS OF A FLOWER

Use the parts listed in the box below to label the drawing of a flower.

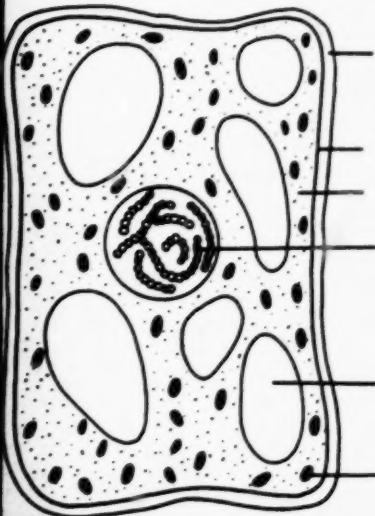
stamen	ovary
pistil	style
petals	stigma
filament	ovule
sepals	anther



PLANT AND ANIMAL CELLS

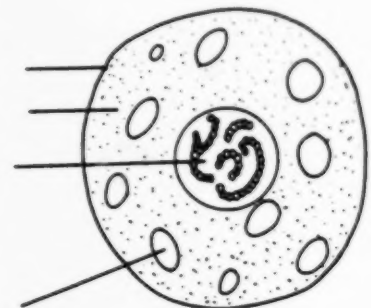
Use the parts listed in the box below to label the plant and animal cells together.

GREEN PLANT CELL



cell wall	chloroplast
cell membrane	vacuole
cytoplasm	nucleus

ANIMAL CELL



Adapted from:
Marilyn LaPenta, "Teacher
Time Savers," Macmillan Instant
Activities Program (New York:
Macmillan Publishing Co., Inc.,
(1983), pp. 98-101.

THE GED EXPRESS

A new schedule is out for the GED EXPRESS. Use the schedule to figure out the answers to the questions below. Write the answer to each question on the line provided.

Monday through Friday										
LEAVE										
Lewistown	8:14	9:26	10:51	12:00	1:18	2:33	3:47	4:56	5:10	6:21
ARRIVE										
Mifflintown	8:47	9:59	11:24	12:33	1:51	3:06	4:20	5:29	5:43	6:54
Thompsontown	9:03	10:15	11:40	12:49	2:07	3:22	4:36	5:45	5:59	7:10
Harrisburg	9:36	10:48	12:13	1:22	2:40	3:55	5:09	6:18	7:32	7:43
Lancaster	10:16	11:28	12:53	2:02	3:20	4:35	5:49	6:58	7:12	8:23

- Mrs. Diaz usually rides the train that leaves Lewistown at 1:18. At what time will she get to Harrisburg? _____
- Kim and Amy often travel on the train that leaves Lewistown at 3:47. At what time do they arrive in Thompsontown? _____
- The Browns like to ride the train that leaves Lewistown at 9:26. At what time will they arrive in Lancaster? _____
- Gregory plans to ride the train that leaves Lewistown at 6:21 tonight. At what time will he arrive in Mifflintown? _____
- Randolph finished his shopping at 1:36 today. At what time does the next train that he can take leave Lewistown? _____
- Tamara had a meeting today that ended at 4:15. At what time does the next train that she can take leave Lewistown? _____
- Deirdre wants to get to Mifflintown at 8:47 tomorrow morning. At what time should she take a train from Lewistown? _____
- Mr. and Mrs. Isaacs want to get to Lancaster at 4:35 today. At what time should they take a train from Lewistown? _____
- Dave plans to meet his friend in Harrisburg at 3:55. At what time should Dave take a train from Lewistown? _____
- Lora and Sandy want to be in Thompsontown by 12:49. At what time should they take a train from Lewistown? _____

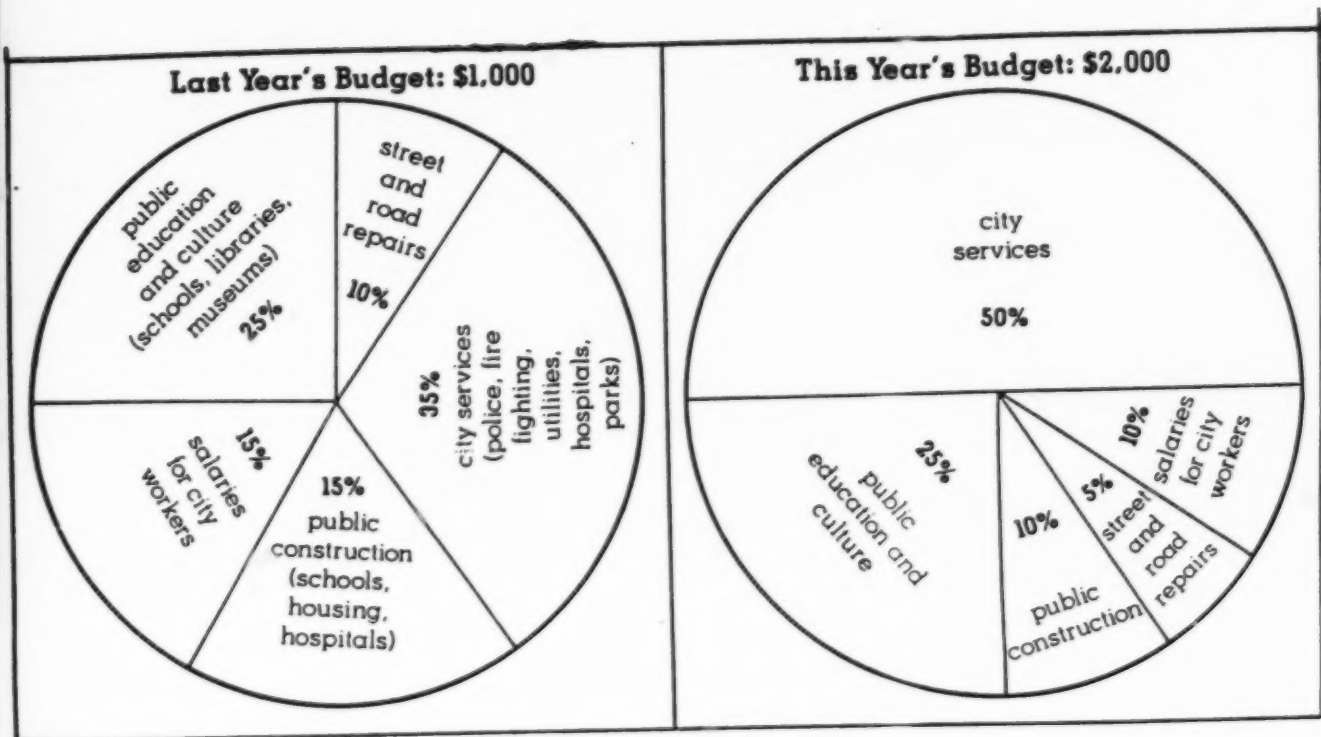
Adapted from:

Robert Bell, "Research Skills," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1983), p. 97.

LEWISTOWN'S BUDGET

The front-page news story in this morning's edition of the SENTINEL is about the new budget of the city of Lewistown. The paper printed the following *pie graphs* to go along with the story. Each section of the graphs stands for a certain *percentage*, or portion, of the whole budget. Study the graphs carefully. Then use information from them to answer the following questions.

Lewistown's Budget
Comparison of spending over a two-year period



LEWISTOWN'S BUDGET (continued)

1. What is the total percentage of all the sections in each graph?

2. By how much money did Lewistown's budget increase? _____
3. How much larger a percentage of the total budget will be spent on city services this year? _____
4. How much money was spent on city services last year? _____
5. In which area will the percentage of the budget remain the same?

6. How much more money will be spent on public education and culture this year? _____
7. How much smaller a percentage of the total budget will be spent on street and road repairs this year? _____
8. How much money was spent on street and road repairs last year? _____
9. How much more money will be spent on city workers' salaries this year?

10. In what other area will there be a dollar increase equal to the increase for city workers' salaries? _____

Adapted from:

Carol Goldman, "Current Events," Macmillan Instant Activities Program
(New York: Macmillan Publishing Co., Inc., 1986), pp. 77-78.

Questions

1. Name the states that border Lake Michigan.
2. What country is to the south of the United States?
What country is to the north of the United States?
3. Which 2 states are not a part of the continental United States?
4. What state is farthest to the northeast?
5. The Ohio River forms a southern border for which 3 states?
6. Are most of the states east or west of the Mississippi River?
7. Which 3 states border the Pacific Ocean?
8. Name the states that border Nebraska.
9. Name the state that borders Tennessee to the east.
10. Name the 2 states that form a southern border to Massachusetts.
11. Name the states to the immediate west of the Mississippi River.
12. Name the direction of the following bodies of water:
Pacific Ocean, Atlantic Ocean, Gulf of Mexico
13. Which state has the largest land area?
14. Which state is made up of many islands?
15. What state borders Canada on the west?

TRAVEL-TIME MAP



Adapted from: Steve Otfinski, "Social Studies,"
Macmillan Instant Activities Program
(New York: Macmillan Publishing Co.,
Inc., 1985), p. 30.

MIXED-UP STATES

The states on the map have the wrong names on them. On the lines provided, write the correct name of each state. If you need help, use an atlas containing a *political* map of the United States. (A political map will show the state boundaries within a country.)



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

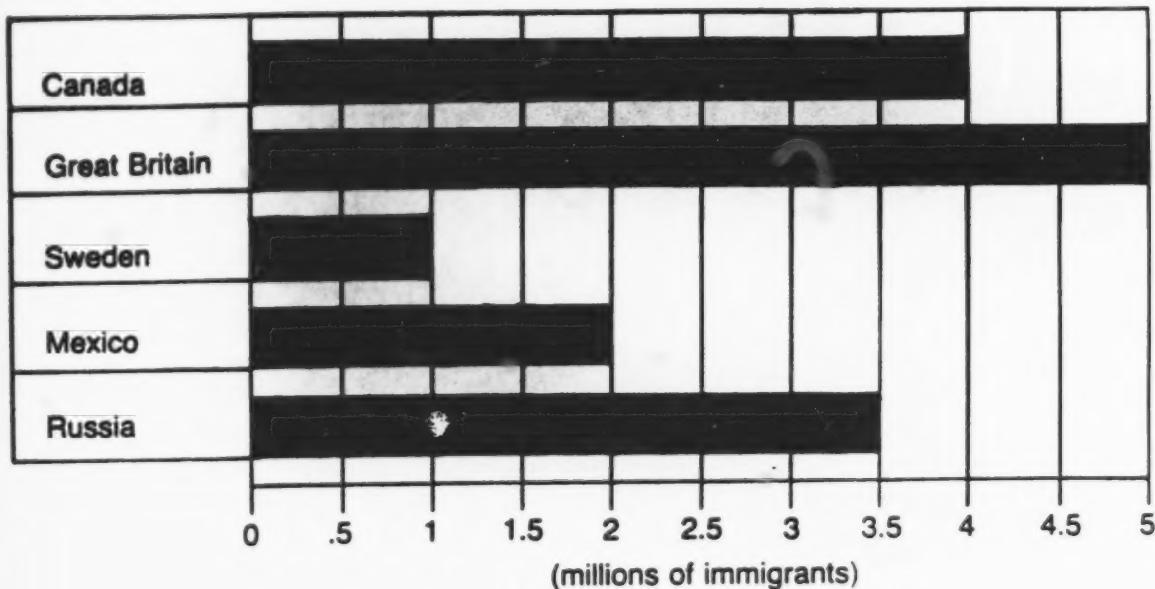
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Adapted from:

Robert Bell, "Research Skills," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1983), p. 89.

THE MELTING POT

America has long been called a melting pot because *immigrants* — people who settle in a new country — from so many different countries have come here to live. The bar graph below shows how many millions of immigrants came to America from five countries between 1820 and 1979. Read the graph carefully and use it to answer the questions on the lines provided.



1. From which country did the greatest number of immigrants come? _____
2. From which country did 3.5 million people immigrate to America? _____
3. How many immigrants came to America from Mexico? _____
4. The fewest immigrants came from which country? _____
5. How many more immigrants came from Great Britain than from Canada? _____

Adapted from:

Steve Otfinski, "Social Studies," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1985), p. 18.

Find the Reason

Directions: In this story you will find the reason for each idea listed below the story. After each idea write the reason. Try to formulate the reasons you provide in your own words.

Story:

John lives in the southern part of Mifflin County. He resides in the McVeytown area which is a rather lengthy drive for John to attend his GED classes at the Adult Center in Lewistown. In fact, most of the persons presently taking GED classes with John are from that area of Mifflin County, and all those adult students have a long way to travel to class.

On returning home one evening after reading class, John noticed the gray, cloudy sky and was acutely aware of a rapid drop in temperature. Upon checking conditions further by watching the 11:00 news, the TV weatherman gave an extremely unfavorable report. With John's fears quickly confirmed, he checked to make sure there was sufficient oil, and he asked his wife to make certain there were plenty of extra blankets and warm quilts ready for the cold night ahead.

1. John drove to GED classes at the Adult Center. _____

2. This story happened in present times. _____

3. This story could not have happened in Florida. _____

4. John's family might sleep in unheated rooms. _____

5. John expected snow rather than rain before long. _____

6. The expected snowfall likely would be very heavy. _____

7. John took several necessary precautions. _____

8. A heavy snowstorm would not be a new experience for John's family. _____

Adapted from:

Ethel E. Maney, Reading-Thinking Skills (Elizabethtown, PA: The Continental Press, Inc., 1962), p. 20.

Find the Reason

Directions: In this story you will find the reason for each idea listed below the story. After each idea write the reason. Try to formulate the reasons you provide in your own words.

What's For Dinner?

"What's for dinner?" asks Karl, the minute he comes in the door. It's no wonder he's curious! Most of the meals served in the Weaver home lately have been mysterious ones.

Last week Karl's seven year old son decided to sail his toy boats in the bathtub. He turned on the water and then went off to play with something else he found much more interesting. You've already guessed what happened, right? It wasn't long until there was water everywhere, even in the storage closets downstairs.

While making preparations for dinner, Annette Weaver opened the door to the closet where she keeps the canned goods. The water rushed out at her in a steady stream; with it came the labels from the cans. She stored beans, peas, tomatoes, and soups of all kinds in the closet, not to mention a plentiful supply of Nine Lives and Alpo.

Thank goodness all the food was in cans! The water didn't hurt the contents at all. Absolutely nothing was damaged or spoiled.

Now, here is where the mystery comes in to the story. No one knows what's in the cans. The Weavers may be hungry for and all prepared to eat corn and get red beets instead.

Annette insists that nothing will be wasted; she contends that whatever turns up will be eaten. Karl is patiently waiting for the day she serves Alpo!

1. The Weaver family owns two kinds of pets.
2. The water had been turned on in full force.
3. The door of the storage closet was extremely tight-fitting.
4. The water had been in the closet for a long time before Annette discovered it.
5. If Annette does not change her mind, she could cause illness in her family.
6. One part of the story does not mean exactly what it says. Find it and tell why it couldn't be true.
7. Only the damage to the paper labels on the cans of food has been mentioned. There must have been other damage caused by the water. List any other damage that you can prove by careful reading of the story.

Adapted from:

Ethel E. Maney, Reading-Thinking Skills (Elizabethtown, PA: The Continental Press, Inc., 1962), p. 24.

Watercycling

The earth constantly recycles its water supply. After rain falls, and the soil absorbs all it can, the water evaporates back into the air. By using the words and the descriptions below, see how much you actually know about the water cycle. Read each term and definition carefully and then place the term next to its description.

condensation

cloud

evaporation

water cycle

cool air

dust

precipitation

water vapor

- _____ 1. It is necessary for the condensation of water vapor.
- _____ 2. Water condenses around it in order to form droplets.
- _____ 3. It is formed when water condenses in the atmosphere.
- _____ 4. What water is called when it becomes a gas.
- _____ 5. The general name of the process when water evaporates and condenses over and over again.
- _____ 6. The name for any form of moisture that falls from the sky.
- _____ 7. The process of water changing into a gas.
- _____ 8. The process of water vapor changing back into water.

Adapted from:

Margo Clung, "Science Experiments and Nature Studies," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1982), p. 52.

ICE FROM GAS

DIRECTIONS: Read the selection about dry ice below. Then use information from it to complete the crossword puzzle.

As you know, ordinary ice is frozen water. But do you know about another kind of ice, called *dry ice*, which is not made from water at all, but from carbon dioxide, a gas? So when dry ice is heated it doesn't turn into a liquid; it turns into a gas.

Food such as meat or fish that is being shipped over a long distance is often packed in dry ice. Dry ice is 15 to 20 times more effective than ordinary ice, and it weighs much less.

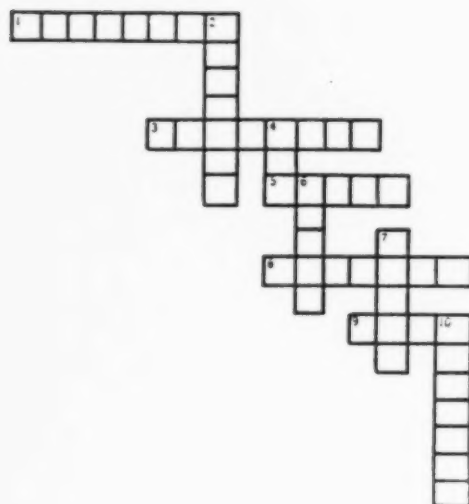
Besides keeping food fresh, dry ice can help operate motors, propel bullets, and determine whether a diamond is genuine. Dry ice can even make rain! Planes drop pellets of dry ice into clouds, a process called *seeding*. These pellets cause the moisture in the clouds to become warmer and therefore to fall as rain. Obviously, this process can be of enormous help to drought-stricken areas.

Dry ice was first made, quite accidentally, by a Swiss engineer who was experimenting with refrigeration. For many years people thought that this substance, which they called carbon dioxide snow, had no practical use. Then an American physicist, Percy Bridgman, discovered that it could be used to preserve food.

Although useful, dry ice can also be dangerous. First of all, dry ice is very cold, as cold as 110 degrees below zero (Fahrenheit). That's about 140 degrees colder than ordinary ice! Because of this extreme coldness, touching dry ice can give you a bad burn or frostbite. Secondly, dry ice should never be used in an enclosed area. The gas it gives off can cause serious breathing problems.

Crossword Puzzle on next page.

ICE FROM GAS



Across

1. You can use dry ice to see if these are genuine.
3. Last name of the physicist who discovered dry ice's use as a food preservative
5. Nationality of the man who first made dry ice
8. To make rain, dry ice in the form of _____ is dropped from planes.
9. This is often packed in dry ice for shipping.

Down

2. What dropping dry ice into clouds to cause rainfall is called
4. What dry ice becomes when it is heated
6. This is frozen to make ordinary ice.
7. Dry ice can be as cold as 110 degrees _____ zero.
10. Dry ice is actually frozen carbon _____.

Adapted from:

Steve Otfinski, "Reading and Reporting," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1986), pp. 39-40.

This story contains ten paragraphs. Put the paragraphs in the right order by numbering them, 2 through 10. Then read the whole story to be sure all paragraphs are organized in the proper sequence.

A FAMOUS CLIMB - THE WORLD TRADE CENTER

1 George Willig surprised millions of people one morning in 1977. He climbed up the outside of the World Trade Center, the second tallest building in the United States. For almost four hours, people watched him on their TV sets.

After the fire fighters, more police arrived. Two of them went to the roof and boarded a window washing car. They rode down to meet George at the 55th floor. The officers invited him to get into the car, but George told them he felt safer where he was.

At the station George was fingerprinted and booked. He was also given a heavy fine for the trouble he had caused the city. When the news reporters told about the fine, thousands of angry people called the TV stations and City Hall.

George's daring climb began at 6:30 a.m. on May 27. He wanted to get as high as possible before anyone noticed him. When George was only twenty feet above ground, a police officer shouted to him to come down. But George kept on climbing. He did not want to stop now.

George had spent a year planning this climb. He had made special metal foot clamps to fit into the tracks that run up and down the building. Window washers do their work from small cars that fit into these tracks.

Turning to shake the mayor's hand, George replied, "Thank you, Mr. Mayor. I've given you my promise that I will not climb this building again. And I hope that no one else will try to either!"

After his plans had been completed, the young climber made his tests at night. He did not want to be seen. During the tests, he placed the clamps in the tracks. He fit his feet into the clamps, hooked the shoulder harness to the clamps, and then started up the building. George's idea worked! He was ready for the big climb.

That morning as the young man continued climbing, a large crowd gathered. They watched fearfully as he went higher and higher. Fire fighters put airbags at the bottom of the building to catch George if he should fall.

At last George neared the top. A line was let down from the roof, and the climber agreed to be pulled up the last fifteen feet. As he crawled to safety, he waved to the people who were cheering him far below. Then he was hurried off to the police station.

The next night George and the mayor of New York appeared on TV. Smiling, the mayor said, "The fine has been changed. Mr. Willig will pay only one penny for each of the 110 stories he climbed."

Adapted from:

Ethel S. Maney and Anne F. Kroehler, New Reading-Thinking Skills (Elizabethtown, PA: The Continental Press, Inc., 1962), p. 24.

Nature's Creation of an Island

Below is an account of one of the world's greatest wonders - nature's creation of an island. This account, however, does not appear in logical order (sequence). On each line, number from 1 to 10 to show the correct order of the sentences. Be sure to read all the sentences carefully before you begin to re-arrange the order. Determine which sentence is the topic sentence and then proceed with all the supporting details to the clincher sentence.

- A. _____ After a long while, the hot mass of lava cools off and hardens into black rock.
- B. _____ Green plants grow from the seeds and cover the island.
- C. _____ Burning ashes and hot lava pour out of the volcano in a fiery underwater explosion.
- D. _____ The crumbled pieces of rock gradually become a fine soil that covers the island.
- E. _____ Finally, as the plant life continues to flourish, animals such as insects and birds arrive by wind and sea at their new home. Our island is complete.
- F. _____ It all starts in the middle of the ocean as a crack opens in an underwater volcano.
- G. _____ The fiery lava causes clouds of black steam to swirl upward from the boiling ocean.
- H. _____ Over a period of time, the newly formed rock, exposed to rain and sun, splits and begins to crumble into pieces.
- I. _____ The lava gradually piles higher and higher, rising above the water and creating a new land mass.
- J. _____ Next, plant seeds, carried to the island by wind and water, drop into the newly made soil.

Adapted from:

Steve Otfinski, "Social Studies," Macmillan Instant Activities Program
(New York: Macmillan Publishing Co., Inc., 1985), p. 37.

THE LIFE OF FREDERICK DOUGLASS

FREDERICK DOUGLASS was a famous American who fought for the rights of black people. The story of his life is told below, but the sentences are out of order. Read the sentences. On the lines next to them, write the numbers that show the correct order of the sentences.

- A. _____ In the North, he worked against slavery by giving talks and publishing a newspaper, the *North Star*.
- B. _____ When the Civil War ended and slavery was abolished, Douglass continued to work for the rights of black people.
- C. _____ When he was six years old, Frederick began to wonder why he was a slave and other people were not.
- D. _____ Frederick Douglass died in 1895 and was mourned by Americans everywhere.
- E. _____ When the Civil War broke out, Douglass organized blacks to fight for the Union side.
- F. _____ Frederick Douglass was born into a family of slaves in 1817.
- G. _____ He spent his last years as a statesman and a diplomat.
- H. _____ When he was still a baby, his parents were sold to another owner, and Frederick was raised by his grandmother.
- I. _____ One day when he was a young man, he ran away from his owners and went north; there he eventually became a free man.
- J. _____ By the time of the Civil War, Douglass was a famous leader in the fight against slavery.

Adapted from:

Steve Otfinski, "Social Studies," Macmillan Instant Activities Program (New York: Macmillan Publishing Co., Inc., 1985), p. 63.

Versatile Aluminum

Aluminum was once known as the "rich man's metal." At one time it cost five hundred dollars a pound. It was more precious than gold or silver. Napoleon III, King of France, used aluminum knives and forks when he wanted to show people how rich he was.

The old high cost of aluminum seems strange to us. There is more aluminum in the earth than there is any other metal. Aluminum used to be expensive because the cost of separating it from its ore was so great. About 75 years ago, two men worked out a cheap way to take aluminum from its ore by the use of electricity. Chemicals had been used before to do this.

The aluminum industry has grown to be a big business. Aluminum has become the fourth most used metal. Only iron, zinc, and copper lead it.

More and more uses for aluminum are being found. Its lightness and strength make it useful for many things. The transportation industry is the largest user of aluminum. It is widely used in streamlined trains and airplanes to make them lighter and faster. There are aluminum pans in almost every kitchen. The Empire State Building in New York has more than a million pounds of aluminum in it. What was once the "rich man's metal" is now "everybody's metal."

(A) Understanding What You Read

Draw a line under the best answer in each sentence.

1. At one time, aluminum was very
common, expensive, strange.
2. No other metal is so plentiful as
iron, gold, aluminum.
3. Now electricity is used to separate aluminum from its
use, ore, chemical.
4. Aluminum is useful because of its
lightness and strength, ore, cost.
5. There is much aluminum used in
metal, copper, streamlined trains.

(B) Main Ideas

Check the four topics that give the main ideas in the story.

1. When aluminum was a "rich man's metal"
2. How the cost of aluminum was reduced
3. The use of chemicals
4. How the aluminum industry has grown
5. The many uses of aluminum today
6. Our fast streamlined trains

Versatile Aluminum (continued)

(C) Word Study

Write S between the words below that mean the same. Write O between words that are opposite in meaning.

1. costly-----expensive
2. precious-----worthless
3. lighter-----heavier
4. strange-----unusual
5. faster-----swifter
6. ore-----metal
7. more-----less
8. industry-----business
9. useful-----useless

(D) Think About These

Write your answers in a few words.

1. Why was aluminum so costly in the days of Napoleon III? _____

2. What discovery helped the aluminum industry to grow so rapidly?

3. Why has aluminum become the fourth most used metal? _____

Adapted from:

Bell and Howell Universal Reading (Columbus, Ohio: Charles E. Merrill Publishing Co., 1967), p. 9.

EARTHQUAKES

One of the great earthquake belts of the world runs through the Mediterranean Sea, the Himalayas of Asia, and the East Indies. The other follows the shores along the Pacific Ocean. The earth's crust is very restless within the earthquake belts and sometimes shakes big cities until the buildings crumble and fall unless they are made of quakeproof steel.

Men of science say that our own country is not free from these tremors. There may be such tremors in any part of the United States at anytime. Some of these quakes are so little that we think a heavy truck made the ground tremble as it passed. But probably the trembling was caused by rocks and dirt moving down in the earth.

As the earth whirls through space, its white-hot insides are cooled off a bit. When anything cools off, it becomes smaller, or shrinks. Thus the center of the earth is shrinking a little as well as growing a little cooler. As this inner core shrinks, the crust of the earth wrinkles and cracks. The rocks and dirt underneath move and shift, making the ground tremble and shake.

(A) Understanding What You Read

Draw a line under the best answer in each sentence.

1. The earth has two great
shores, cores, earthquake belts.
2. One earthquake belt follows the shores along
the Pacific Ocean, the gulf, the lakes.
3. The United States also has earth
tremors, science, belts.
4. The center of the earth shrinks as it grows
faster, a little cooler, bigger.
5. The shrinking of the center core causes the crust of the earth
to
wrinkle and crack, grow, whirl.
6. The moving of rocks and dirt underneath causes the ground to
shrink, cool off, tremble and shake.

(B) Main Ideas

Check the three topics that give the main ideas in the story.

1. The earth's earthquake belts
2. The tremors felt in our country
3. Why our country is not quakeproof
4. How the cooling of the inside of the earth causes earthquakes
5. The importance of the inner core

EARTHQUAKES (continued)

(C) Think About These

Write your answers in a few words.

1. What is one way man has tried to meet the problem of earthquakes?

2. Why is it so difficult for man to protect himself against earthquakes?

Adapted from:

Bell and Howell Universal Reading (Columbus, Ohio: Charles E. Merrill Publishing Co., 1967), p. 21.

A Warmer World

Not only is the Arctic weather growing warmer but so is the weather in Europe, North and South America, and other parts of the world. Codfish, which like warm water, are now found along the coast of Spitsbergen and in other northern places. Other warm water fish are now found in the most northern parts of the Bering Sea. They were not there in 1900.

Other things also show that the world is growing warmer. Records from the northern part of Soviet Russia show that the ground there does not freeze so far down as it did before 1900. The water in the Atlantic Ocean is warmer than ever before. In our own country, we do not have so much snow and ice in winter as we did in colonial times.

No one knows what is causing this change, but men of science are trying to find out. Some think that the Gulf Stream has something to do with the change. The Gulf Stream is warmer than it was years ago, and it carries its warm water northward. Other scientists think that the sun is giving more heat, but they do not know why.

(A) Understanding What You Read

Draw a line under the best answer in each sentence.

1. The weather in many parts of the world is growing
colder, farther north, warmer.
2. It is known that codfish like
warm water, cold weather, coasts.
3. There were no codfish along the coast of Spitsbergen and in
other northern waters
in 1900, last year, this year.
4. The ground in the northern part of Soviet Russia does not
count, freeze so far down now, change.
5. In colonial times, our country had more
warm weather, ice and snow, rain.
6. Scientists are trying to find out why our weather
is the same, can't change, is changing.

(B) Main Ideas

Check the three topics that give the main ideas in the story.

1. Where codfish live
2. Facts that show the weather is warmer in many parts of the
world
3. Frost records in Soviet Russia and weather changes in our own
country
4. Weather on the Atlantic Ocean
5. What the scientists think is causing the weather to grow warmer

A Warmer World (continued)

(C) Think About These

! Write your answers in a few words.

1. Why do animals change their places of living when there is a change in the weather? _____

2. Why will warmer weather make the Arctic region more important?

Adapted from:

Bell and Howell Universal Reading (Columbus, Ohio: Charles E. Merrill Publishing Co., 1967), p. 15.

The Meat Packing Industry

Meat packing is our third biggest business. The value of the meat products put out by packing plants is about eleven billion dollars. More than 220,000 persons work in meat-packing plants. Many thousands of other people work preparing meat and getting it to the nation's dinner tables. Half the farm land is used to raise animals for meat.

No part of an animal goes to waste in a good meat-packing plant. Every part of an animal is used for something. If packers could not sell these other things, they would have to charge more for meat.

The skin of the animal is made into leather. The hair is used in plaster and material for men's hats. Fine brushes are made from the hair in animals' ears. The fat is used for soap, candles, and many other things. The bones are made into a clear jelly used in ice cream and many other foods we all eat. The feet and other parts of the body left over are used in materials to make soil richer. The tail is used in certain kinds of soup.

Certain parts of animals' bodies are used to make valuable medicines. More than 5,000 sheep must be killed to make a pound of one kind of medicine.

(A) Understanding What You Read

Draw a line under the best answer in each sentence.

1. Our third biggest food business is
making soap, farming, meat packing.
2. To raise the animals used for meat requires the use of half
the
plants, farm land, people.
3. Our meat is cheaper because every part of the animal is
found, used, charged.
4. In a big meat-packing plant nothing
goes to waste, is certain, comes back.
5. Fine brushes and materials for men's hats are made from animals'
skins, feet, hair.

(B) Main Ideas

Check the four topics that give the main ideas in the story.

1. Giving people work
2. The size of the meat-packing business
3. How meat costs are kept lower
4. Products made from different parts of the animal
5. Making different kinds of soup
6. Where we get some of our valuable medicines

The Meat Packing Industry (continued)

(C) Think About These

Write your answers in a few words.

1. What animals do we depend on for food?

2. What animals do we depend on for our clothing?

Adapted from:

Bell and Howell Universal Reading (Columbus, Ohio: Charles E. Merrill Publishing Co., 1967), p. 7.

Time Through the Ages

What time is it? When someone asked that question long ago it was answered by the sun and the stars. The people of ancient Greece had to look at the sky to tell the time of the day or night.

Some of the ancient peoples marked the passing of the hours with very curious timepieces. The Babylonians made sundials. The sundials were round, with the hours marked on the border. An upright object in the center of the dial cast a shadow as the sun's rays fell on it. The shadow changed position as the day passed, and the time was shown by the hour mark on which the shadow fell. But when it was dark, that sun clock could not be used.

The water clock of ancient Egypt was a much better timepiece because it told the hours both of the day and of the night. Better still, the water clock worked on cloudy days as well as sunny ones. Water was allowed to drip slowly through a tiny hole in the bottom of a jar. As the surface of the water became lower and lower, the marks on the jar showed the passing of the hours.

Candles were used for clocks. Rings were drawn around the candle to show the hours. When the candle was lighted, it burned down slowly through one ring after another. Each ring marked the passing of an hour. As the rings melted away, men knew that a definite length of time had passed.

Hourglasses were also used. They worked in the same way as the water clocks did. Carefully measured sand was placed in a glass and allowed to trickle through a tiny hole into another glass. The sand would drain from the glass in an hour. By turning the glass over, another hour could be measured.

It is thought that the first real clocks were used in Europe in the thirteenth century. But they were not like the ones that we know today. One of the early clocks did not have a face or hands. It marked the hours by the striking of a bell. It got its name, clock, from the French word "cloche," which means bell. Later, clocks were made with hands to mark the minutes and the hours.

Before the sixteenth century, clocks were very expensive. They were used on public buildings or were bought by wealthy persons. Some of those early clocks were very beautiful. They were carved from wood. Even the wheels, the levers, the hands, and the faces were made of wood. Then came the clocks with works made of brass, which were more accurate than the old wooden clocks.

In those early days, one of the great clockmaking centers of the world was the Black Forest of Germany. The old clockmakers not only made their clocks, but they carried them to other countries and sold them in the market places of the great cities. From the Black Forest came the famous old cuckoo clocks, and today even more amusing clocks are made there.

Most of our modern clocks are made according to set patterns in clock factories. They must be very accurate, even to the second. They are the timepieces that answer the question "What time is it?" for us just as the sun and stars answered it for the people of ancient Greece.

Time Through the Ages (continued)

A. Understanding What You Read

Draw a line under the best answer.

1. Years ago, clocks were very
cheap, plentiful, expensive.
2. Modern clocks must be very
careful, accurate, tiny.
3. The Greeks told time by the
sundial, sun and stars, water.
4. The famous cuckoo clocks came from
Sweden, France, Germany.
5. The water clock told the time during
day and night, night, dusk.

B. Notice Details

List five ways in which ancient people told time before they had real clocks.

1. _____
2. _____
3. _____
4. _____
5. _____

C. The Main Idea

Check the sentence that best gives the main idea in the story.

1. The Babylonians used sundials to tell time.
2. Before modern clocks were made, people used many different timepieces.
3. The first real clocks were used in Europe in the thirteenth century.

Adapted from:

Exploring Today (Columbus, Ohio: Charles E. Merrill Publishing Co., 1970), p. 14.

Superstition

Have you ever "knocked on wood" to keep bad luck away, or avoided walking under a ladder, or crossed your fingers for good luck? If so, you were being superstitious. These superstitions, and many others like them, have interesting histories.

Long ago, men had no written records from which to learn. Each person simply believed what he saw or what he was told by other men. Many beliefs were based on fear or on incorrect thinking. Superstitions were handed down from father to son and from century to century.

Superstitions about ladders began in ancient times. The early Egyptians believed that one of their gods used a ladder to escape when he was captured by an evil spirit. Therefore they thought that all ladders brought good luck. Even today, some Egyptians carry tiny ladders to keep accidents away. The theory that walking under a ladder brings *bad* luck may have come from ancient Asia. There it was the custom to hang criminals from the seventh rung of a ladder. The Asians believed that anyone who walked under a ladder might "catch death."

Two common superstitions about salt probably developed in ancient Greece and Rome where salt was very important. Men sometimes received salt for their work instead of money. Since salt was so valuable, the Greeks and Romans believed that spilling it would bring bad luck. But if salt were spilt, throw more salt over the left shoulder would set things straight again.

The tradition of throwing rice at weddings began long ago as a superstition. Because rice was their main food, the ancient Hindus and Chinese felt it was a symbol of prosperity. They threw it at newly married couples to bring them good fortune. Other ancient peoples threw rice to protect the bride and groom from evil spirits who might come to the wedding.

Many superstitions grew out of early man's worship of the sun, moon, and stars. All circles were magical to early men because the great, life-giving sun was round and seemed to travel in a circle over the earth. Women once painted rouge on their lips because of their belief in the magic of the circle. The purpose of the rouge was not to make their lips pretty, but to form a circle that would keep evil spirits out of their mouths.

Other common superstitions began in ancient times. "Knocking on wood" to keep bad luck away comes from the old belief that spirits lived in trees. People once thought that a man's reflection in a pool or mirror contained part of the man himself. Maybe this superstition explains why people believed it was bad luck to break a mirror. Some people cross their fingers when they hope something good will happen. This superstition may have begun because people once thought that a wish could be held where the fingers crossed. It could not slip away before it came true.

Many of these superstitions sound foolish to us today. But we must remember that early man had no way of deciding which of his beliefs were true and which were false. Superstitions were some of man's first attempts to explain his world.

Superstition (continued)

A. Understanding What You Read

Write "yes" or "no."

1. Early Egyptians believed that ladders brought bad luck. _____
2. Superstition is based on fear or incorrect thinking. _____
3. If an ancient Greek spilt salt, he would throw some over his left shoulder. _____
4. Women of long ago painted rouge on their lips to look pretty. _____
5. Throwing rice at weddings is based on an old superstition. _____

B. Noting Details

Write your answers in a few words.

1. Why did the Asians think that walking under a ladder might "catch death"?

2. Where does "knocking on wood" come from? _____

3. Why were circles magical? _____

C. What Do You Think?

Write your answers in a few words.

1. Why did ancient people believe superstitions? _____

2. Why do people still believe superstitions? _____

D. The Main Idea

Check the sentence that best gives the main idea in the story.

1. Superstitions have interesting histories that go back to ancient times.
2. The theory that walking under a ladder brings bad luck may have come from Asia.
3. Some people cross their fingers when they make a wish.

Superstition (continued)

E. Word Study

Antonym means opposite. Find in the story words opposite in meaning to the words below. The number after each word tells the paragraph in which the word can be found.

1. set free (3) _____
2. worthless (4) _____
3. evil (1) _____
4. ugly (6) _____
5. modern (3) _____
6. true (8) _____
7. uncommon (4) _____
8. wise (8) _____

Adapted from:

Exploring Today (Columbus, Ohio: Charles E. Merrill Publishing Co., 1970), p. 11.

Bibliography

- Adams, Anne H., Anne Flowers, and Elsa E. Woods. Reading for Survival in Today's Society. Glenview, Illinois: Scott, Foresman and Company, 1978.
Covers a wide variety of material; excellent information and exercises.
- Adams, John C. Building Word Power. Austin, Texas: Steck-Vaughn Company, 1975.
More useful for literacy program.
- Adult Readers Library. (14 titles). Glenview, Illinois: Scott, Foresman and Company, 1982.
Good stories, supplemental reading to perfect reading skills.
- Anderson, Jane, Bonnie Longnion, and Marguerite Gillis. The Follet Adult Basic Reading Comprehension Program. (assorted titles). Chicago, Illinois: Follet Publishing Company, 1983.
Appearance and content not appealing to our students.
- Antram, Susan and Mary Catherine Spence. Adult Students' Stories Book 1 and Book 2. Pleasant Gap, PA: CIU 10 Development Center for Adults, Centre County Area Vocational-Technical School, 1985.
Book 2 is more suited to transitional needs. Adult in content and situations. Also good motivational tool for writing.
- Bailey, Mildred Hart. Spelling Steps 1, Spelling Steps 2, and Spelling Steps 3. Austin, Texas: Steck-Vaughn Company, 1984.
Steps 1 and 2 are too elementary; Step 3 has some good exercises to reinforce basic spelling skills.
- Barnes, Don, et al. Critical Thinking for Adults. Austin, Texas: Steck-Vaughn Company, 1984.
Quality material, very useful and practical.
- Basic Language Skills, Basic Reading Skills, Basic Language Skills Workbook, Basic Reading Skills Workbook, and Basic Mathematics Skills Workbook. New York: Cambridge Book Company, 1983.
Same as Pre-GED series' material; suitable and practical for transitional students.
- Bates, LaHoma S. and William H. Crouch. Earth, Science and Ecology. Wilkinsburg, PA: Hayes Publishing Co., Inc., 1973.
Good Earth Science vocabulary; large print-needs to be adapted for adults. Solid foundation in terminology.

- Beers, Jim, et al. Reading for Today - A Sequential Program for Adults. Austin, Texas: Steck-Vaughn Company, 1987.
Some very good life skill exercises, however somewhat juvenile in approach.
- Bell and Howell Exploring Today. Columbus, Ohio: Charles E. Merrill Publishing Co., 1970.
Interesting stories followed by excellent variety of exercises. Exercises include main idea, dictionary skills, and noting details among others. Very practical, useful material.
- Bell and Howell Universal Reading. Columbus, Ohio: Charles E. Merrill Publishing Co., 1967.
Stories are interesting as well as educational; each story followed by wide variety of exercises including main ideas and word study. Practical, usable activities.
- Bell, Robert. "Communication Skills." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., 1984.
Proper letter format and proper letter content. Very good activities. Some of the material will need to be adapted for the adult student.
- Bell, Robert. "Research Skills." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., 1983.
Variety of usable dictionary skills activities.
- Bellafiore, Joseph. English Language Arts Workbook. New York: Amsco School Publications, Inc., 1971.
Adaptable exercises; see "Language Ready."
- Bernstein, Vivian. America's Story. Austin, Texas: Steck-Vaughn Company, 1985.
Good overview of American History; good resource material.
- Boning, Richard A. and Mary R. Boning. Developing Key Concepts in Comprehension. Baldwin, New York: Barnell, Loft, L & D, 1984.
Practical and useful exercises geared to teaching the thought process.
- Charuhas, Mary S., et al. Essential Mathematics for Life. (series). Glenview, Illinois: Scott, Foresman and Company, 1985.
Very usable material; excellent transitional text.
- Cheyney, Arnold B. Teaching Reading Skills through the Newspaper. Newark, Delaware: International Reading Association, 1984.
Good guidelines for using the newspaper as a teaching source.

- Clubb, Marcy K. Would you Believe I'm Multiplying Fractions? St. Louis, Missouri: Kids In Between, Inc., 1985.
Adaptable exercises; see "Math Ready."
- Clubb, Marcy K., Bob Rebello, and Barbara Slater. At Last! I made it to Division of Fractions. St. Louis, Missouri: Kids In Between, Inc., 1985.
Adaptable exercises; see "Math Ready."
- Clubb, Marcy K., Bob Rebello, and Barbara Slater. Kids In Between. (8 Titles). St. Louis, Missouri: Kids In Between, Inc., 1985.
Adaptable exercises; see "Math Ready."
- Clung, Margo. "Science Experiments and Nature Studies." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1982.
Excellent exercises for learning basic science terminology.
- Coleman, Trudy, et al. Coping With Crisis. (series). Kingston, PA: Luzerne Intermediate Unit 18, 1985.
Good transitional material for evaluating frequent family problems and for finding practical, workable solutions.
- Copeman, Kent L., Karen A. Ribarchik, and Maxine H. Strzynski. Spell Better Part Two. Austin, Texas: Steck-Vaughn Company, 1985.
Variety of spelling activities.
- Czyzyk, Janet L. Entering The Reader's World. New York: Cambridge Book Company, 1982.
Literacy tool only.
- DeCaprio, Annie. Business Spelling. New York: Monarch Press, 1973.
Excellent reference for learning and mastering the basics of spelling.
- Earle, Richard A. Teaching Reading and Mathematics. Newark, Delaware: International Reading Association, 1976.
Good information; reading math problems is stressed. Key words for performing math operations presented.
- English. Pleasant Gap, PA: Centre County Area Vocational-Technical School.
Good tutor tool that encompasses all the basics; exercises are useful and geared to mastering the basics of grammar and usage.
- English Skills C. New York: Harcourt Brace Jovanovich, Inc., 1981.
Adaptable exercises; see "Language Ready."
- English Skills E. New York: Harcourt Brace Jovanovich, Inc., 1981.
Adaptable exercises; see "Language Ready."

- Evanson, Jane L. From Pictures to Passages. Chicago, Illinois: Contemporary Books, Inc., 1984.
Reading comprehension skill builder; excellent information; good stories and practical exercises.
- Falstein, Mark. Basic Map Skills. East Lansing, Michigan: Educational Insights, 1981.
Basic concepts are good; material can be adapted for adults.
- Fleming, Lillian J., et al., eds. Building Basic Skills in Mathematics. Chicago, Illinois: Contemporary Books, Inc., 1984.
Excellent transitional material; good concepts; good for building concrete basics in math.
- Fleming, Lillian, J., et al., eds. Building Basic Skills in Reading, Book 1, 2. Chicago, Illinois: Contemporary Books, Inc., 1982.
Material effective for strengthening necessary reading skills.
- Fleming, Lillian J., et al., eds. Building Basic Skills in Social Studies and Building Basic Skills in Science. Chicago, Illinois: Contemporary Books, Inc., 1982.
Excellent for learning important basic concepts; science is especially good.
- Fleming, Lillian J., et al., eds. Building Basic Skills in Writing Book 1, 2. Chicago, Illinois: Contemporary Books, Inc., 1984.
Over simplified but useful for a brief review of basics.
- Follett Coping Skills. (series). New York: Cambridge Book Company, 1981.
Some good information; easily adaptable for specific needs.
- Follett Success Skills. (series). Chicago, Illinois: Follett Publishing Co., 1982.
Excellent, usable activities especially in Holding a Job and The Language You Speak.
- Gawronski, Jane Donnelly. Mastering Computational Skills: A Self-Help Workbook. Glenview, Illinois: Scott, Foresman and Company, 1984.
Good resource books for setting up a sequential math outline and for selecting the appropriate exercises to compliment that outline.
- Goldman, Carol. "Current Events." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1986.
Many activities focus on media; wide range thoroughly covering everything from TV to newspaper.

Gottlieb, Joan S. Life-Coping Skills. (series). Austin, Texas: Steck-Vaughn Company, 1983.

Excellent for developing survival skills.

Green, Judith Andrews, et al. Strategies for Success: Reading, Social Studies, Mathematics, Science. Austin, Texas: Steck-Vaughn Company, 1987.

Excellent series; terrific information along with a wide variety of exercises; comprehensive skills.

Harder, Dale. Word Problems 6. Castro Valley, CA: The Wizard, 1981.

Good word problems, need to be adapted; too juvenile in appearance and content.

Henney, R. Lee. Basic Education: Reading. New York: Cambridge Book Company, 1977.

Strong on phonetics and vocabulary; some usable ideas and activities.

Hill, Randal C. Superstars of Movies and TV, Sports, Country, Music Hall of Fame, Soul, Rock. Austin, Texas: Steck-Vaughn Company, 1986.

Good stories; should be selected and used according to students' interest levels.

Holmes, Dick. Mathematics 5 Problem Solving Activities. Palo Alto, CA: Dale Seymour Publications, 1982.

Good word problems; very practical, useful exercises.

Howett, Jerry. Basic Skills with Fractions: A Step-by-Step Approach. New York: Cambridge Book Company, 1980.

Mix of practice problems and word problems, very practical and useful exercises; good for building competency with fractions.

Howett, Jerry. Number Power. Chicago, Illinois: Contemporary Books, Inc., 1982.

Excellent material; practice with the basics plus follow-up exercises solving real-life math problems.

Insights: Reading as Thinking. Watertown, MA: Master Education Corporation, 1987.

Good critical thinking skills, especially making inferences.

Jochen, Albert E. and Benjamin Shapiro. Vocational English - 1 (Revised Edition). New York: Globe Book Company, Inc., 1968.

Adaptable exercises; see "Language Ready."

- Johnson, Laura S., ed. Reading and the Adult Learner. Newark, Delaware: International Reading Association, 1980.
Resource information; covers a wide variety of situations in which different social groups may need reading skill development.
- Jones, Betty, et al. Language Exercises Revised. (series). Austin, Texas: Steck-Vaughn Company, 1984.
Gray and Red Books - excellent for review of basic English; Pink, Violet, and Orange Books - not applicable.
- Kaufmann, Jo. Mastering Grammar, Book 1, 2. New York: Cambridge Book Company, 1985.
Excellent material for the transitional student when reaching ABE level; too complicated for the beginning transitional student.
- Kerewsky-Halpern, Barbara. Anthropology-The Story of People. New York: Cambridge Book Company, 1983.
Content OK, but the large print format makes material seem too juvenile for adults.
- Kesselman-Turken, Judi and Franklynn Peterson. Spelling Simplified. Chicago, Illinois: Contemporary Books, Inc., 1983.
Good phonetics.
- Kesselman-Turken, Judi and Franklynn Peterson. The Vocabulary Builder. Chicago, Illinois: Contemporary Books, Inc., 1982.
Nice variety of exercises for the transitional student.
- Kozol, Jonathan. Illiterate America. New York: Anchor Press/Doubleday & Company, Inc., 1985.
Comprehensive presentation of causes of illiteracy and what must be done to correct the problem.
- Kreitlow, Burton W. Steps to Learning Book 1, 2. Austin, Texas: Steck-Vaughn Company, 1979.
Perfect for literacy but not for transition.
- LaPenta, Marilyn. "Teacher Time Savers." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1983.
Very usable material; some information needs to be adapted to an adult level.
- Littell, Joseph F., ed. Basic Skills in English (Book 3). Evanston, Illinois: McDougal, Littell & Company, 1980.
Adaptable exercises; see "Language Ready."
- Loban, Walter, et al. Grammar and Writing. New York: Macmillan Publishing Co., Inc., 1981.
Adaptable exercises; see "Language Ready."

- Malone, Violet M., ed. Coping (Adult Reading: Comprehension). (Books A-F). Glenview, Illinois: Scott, Foresman and Company, 1982.
Books D, E, F most usable. Material is good and is not presented in a juvenile manner.
- Malone, Violet M., ed. Messages (Adult Reading: Comprehension). (Books A-F). Glenview, Illinois: Scott, Foresman and Company, 1982.
Some good information that unfortunately gets lost in the large print format and juvenile appearance.
- Maney, Ethel S. and Anne F. Kroehler. New Reading-Thinking Skills. Elizabethtown, PA: Continental Press, Inc., 1962.
Good material for understanding multiple meanings and determining analogous relationships. Large print format.
- Maney, Ethel S. Reading-Thinking Skills. Elizabethtown, PA: Continental Press, Inc., 1962.
Excellent variety of exercises and activities, good for analogies, word meanings, and main ideas.
- Marston, Elsa. Art in your Hometown. New York: Cambridge Book Company, 1983.
Large print format; juvenile appearance.
- McSwain, E.T., et al. Arithmetic 5. New Jersey: Laidlaw Brothers, 1963.
Very excellent material for introducing the basics of geometry; excellent information on all types of graphs and map reading, some material needs to be adapted.
- Meltzer, Marilyn. Insurance and Taxes Know-How. New York: Cambridge Book Company, 1987.
Good for learning the basics of insurance and taxes; good vocabulary included.
- Meltzer, Marilyn. Living Expenses Know-How. New York: Cambridge Book Company, 1987.
Good for learning the basics of finding housing and being a better shopper; more appropriate for the literacy student.
- Merriam, Sharon B. Being Responsive to Adult Learners. Washington, D.C.: Scott, Foresman/AAACE, 1986.
Guidelines for understanding and meeting the needs of the adult learner.
- Mitchell, Robert. Number Power: Algebra. Chicago, Illinois: Contemporary Books, Inc., 1983.
Excellent material; provides the fundamentals in algebra without the complication and confusion. Good for the beginning algebra student.

- Mitchell, Robert and Donald Prickel. Number Power, Book 4, 5. Chicago, Illinois: Contemporary Books, Inc., 1983.
Excellent material, especially Book 5 (Graphs, Tables, Schedules, and Maps); Geometry fundamentals are presented simply, and the graphs, etc. introduce the student to reading and interpreting this material; great for the transitional student.
- Murphy, Corea. Challenger. Syracuse, New York: New Readers Press, 1986.
Lots of vocabulary development and phonics.
- Niles, Oliver Stanford, et al. Skills for Reading A, B, D. Glenview, Illinois: Scott, Foresman and Company, 1984.
Very usable material; good concepts and exercises.
- Otfinski, Steve. "Reading and Reporting." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1986.
Covers everything from learning to use the library to reading and writing reports. Activities and information perfect for the transitional student.
- Otfinski, Steve. "Social Studies." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1985.
Material is highly usable, but large print format and elementary type pictures will require adaptations to appeal to the adult student.
- Packard, Mary. "Vocabulary." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1986.
Good vocabulary basics.
- Panchyshyn, Robert, Ph.D. and Eula Ewing Monroe, Ed.D. Developing Key Concepts for Solving Word Problems-Book D. New York: Barnell Loft, Ltd., 1986.
Good concepts; good word problems.
- Pollock, Thomas Clark, et al. The Macmillan English Series 10. New York: The Macmillan Company, 1961.
Adaptable exercises; see "Language Ready."
- Putnam, Mildred. Working With Words (revised) and Working With Word Patterns (revised). Austin, Texas: Steck-Vaughn Company, 1975.
Good for review of basics; more for literacy level.
- Rakes, Thomas A., Annie DeCaprio, and J. Ralph Randolph. Living in America. (series). Austin, Texas: Steck-Vaughn Company, 1985.
Excellent series; good basics of history and law, great exercises.

- Reid, Patricia, ed. The New GED Tests Overview Viewer's Guide. Chicago, Illinois: Contemporary Books, Inc., 1987.
Adaptable exercises; see "Math Ready."
- Root, Jane H. Read On! Basic Reading for Adults and Teens Book 4, 5. Syracuse, New York: Literacy Volunteers of America, 1978.
For literacy, designed to teach reading competence.
- Rubin, Betsy. Edge on English: All Spelled Out A, B, C, D. Chicago, Illinois: Contemporary Books, Inc., 1986.
Books A and B - too simplified; Book C - excellent for plurals and prefixes; Book D - excellent for consonants, roots, and suffixes.
- Ryan, John J., Ed.D. Developing Key Concepts in Math - E (Level 5) and Developing Key Concepts in Math - F (Level 6). New York: Barnell Loft, Ltd., 1985.
Good concepts.
- Schaefer, Jack. Shane. New York: Bantam Books, 1949.
Adaptable exercises; see "Language Ready."
- Shehan, Lawrence Philip. English and You. New York: Holt, Rinehart and Winston, Inc., 1962.
Adaptable exercises; see "Language Ready."
- Schenk, Brian, ed. Living in the Reader's World. New York: Cambridge Book Company, 1983.
Good survival skills. Too basic for transition.
- Schenk, Brian. Mastering Reading Comprehension One and Two. New York: Cambridge Book Company, 1985.
Very excellent, comprehensive exercises; covers all aspects of reading from context clues to comprehension skills. Some exercises, however, may be too difficult for the beginning transitional student.
- Schenk, Brian, ed. Snapshots: A Collection of Readings for Adults. New York: Cambridge Book Company, 1984.
Good material; not too complicated or complex; nice variety of questions and activities.
- Schwartz, Roberta. "Self-Awareness." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., 1986.
Good activities for evaluating every day life skills.
- Seiger, Barbara. Mastering Spelling. New York: Cambridge Book Company, 1985.
Good basics; sections on spelling rules, homonyms, and spelling lists are especially good.

- Shattuck, Barbara Nemmers. Get Back to Phonics. Step by Step Publications, 1985.
Directed toward learning phonetic skills to improve spelling and reading; good for literacy.
- Shea, James T. Working with Numbers. (series). Austin, Texas: Steck-Vaughn Company, 1980.
Good combination of practice problems and word problems; material presented in an adult manner with concepts that are easy to understand.
- Speiser, E. Mildred. Math Skills by Objectives. New York: Cambridge Book Company, 1985.
Real usable material; set-up of the material is absolutely excellent; moves the student from one level to the next when the student is ready; practical exercises.
- Steps to Mathematics: Book 1 and Book 2. Steck-Vaughn Editorial Staff. Austin, Texas: Steck-Vaughn Company, 1980.
Suitable for beginning literacy student.
- Swinburne, Laurence, John F. Warner and Margaret B. Warner. Mastering Basic Reading Skills. (action series). Austin, Texas: Steck-Vaughn Company, 1985.
Good stories and activities; selections should be used in accordance with the students' interests.
- Swinburne, Laurence and John F. Warner. Reading Skills for Adults. Austin, Texas: Steck-Vaughn Company, 1986.
Interesting stories; excellent practical application skills.
- Switzer, Stephen E. Mastering Word Problems. St. Louis, MO: McDonald Publishing Co., 1980.
Excellent word problems, especially dealing with fractions, decimals, and percents: ready to use; format geared perfectly for adults.
- Sylvester, Diane. "Reading." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1986.
Variety of reading activities that includes all the fundamentals; practical exercises.
- Tamarkin, Kenneth. Number Power: Book 6 - Word Problems. Chicago, Illinois: Contemporary Books, Inc., 1983.
Excellent material; written and organized to help the student understand, interpret, and solve word problems. Material is graduated, moving slowly from simple to more complicated problems.

Tempel, A. and Barbara Slater. Grasping Graphs. St. Louis, Missouri: Kids In Between, Inc., 1985.

Adaptable exercises; see "Math Ready."

The 1988 Tests of General Educational Development: A Preview.

The GED Testing Service: American Council on Education, 1985.
Preview of the content, format, and scoring of the 1988 GED test.

Thomas, Richard C. Hayes Activities for Vocabulary Building.

Wilkinsburg, PA: Hayes School Publishing Co., 1971.

Information valuable for basic vocabulary; large print format.

Tivenan, Bonnie. New Beginnings in Reading. Chicago, Illinois:

Contemporary Books, Inc., 1985.

Useful series for literacy.

Townsend, Donna, Linda Ward Beech, and Tara McCarthy. Steck-Vaughn Comprehension Skills: Main Ideas 1, 2; Content 1, 2; Conclusion 1, 2; Facts 1, 2; Sequence 1, 2. Austin, Texas: Steck-Vaughn Company, 1987.

Excellent material, good for teaching one concept at a time.

Truitt, Ann. Read Better. Austin, Texas: Steck-Vaughn Company, 1975.

Large print format; content and appearance. Not appropriate for transitional adults.

Tussing, Ann K.U. Breakthrough to Math: Level One. (series). Syracuse, New York: New Readers Press, 1981.

For the student who must begin with the very basics, this series would serve an important purpose. It is, however, a bit juvenile in appearance.

Tussing, Ann K.U. Breakthrough to Math: Level 2. (series). Syracuse, New York: New Readers Press, 1982.

Basics of fractions and percents presented in understandable concepts. Plenty of practice exercises included. Extremely usable material. Some material rather juvenile in appearance.

Tyler, Vicki. Mastering Vocabulary. New York: Cambridge Book Company, 1985.

Good vocabulary exercises; a little too complex, however, for the beginning transitional student.

Warriner, John E. and Francis Griffith. English Grammar and Composition (Fourth Course). New York: Harcourt Brace Jovanovich, Inc., 1977.

Adaptable exercises; see "Language Ready."

Warriner, John E., William Renison, and Francis Griffith. English Grammar and Composition 10. New York: Harcourt, Brace, and World, Inc., 1965.

Adaptable exercises; see "Language Ready."

Warriner, John E., Mary E. Whitten, and Francis Griffith. English Grammar and Composition 9. New York: Harcourt Brace Jovanovich, Inc., 1969.

Adaptable exercises; see "Language Ready."

Wiemann, Mary. "Grammar and Spelling." Macmillan Instant Activities Program. New York: Macmillan Publishing Co., Inc., 1981.

Basics of spelling and grammar presented in an easily understandable manner. Format not adult appropriate.